

# The BUSINESS EDUCATION World

APR 10 1945  
CONTENTS

Learning to Read in Typewriting Classes.....	Alice C. Green	409
How a Co-operative Program Works in Minneapolis .....	Margaret E. Andrews	412
What I Learned about Teaching Typing In a Naval Training School .....	Alfred Essock	415
News from Washington .....		417
How to Check Materials .....	Thelma M. Potter	418
What About G. I. Education? .....	E. P. Peterson	421
Washington Interview with Marion Lamb....	Clyde Humphrey	423
One-Minute Shorthand Tests, Nos. 7 and 8 ..	E. Dana Gibson	426
Prognostic Tests, Part 2 .....	Mathilde Hardaway	427
My Trial Balance Doesn't Balance .....	Jack G. Edelman	429
Office Standards as Bases for Training .....	Herbert A. Tonne	431
School News and Personal Items .....		433
Audio-Visual Business Education .....	E. Dana Gibson	434
A Typing Show .....	George M. Cohen	436
Economy in Teaching Shorthand .....	Beatrice Ferris	440
B.E.W. Awards Service .....		441
The April Transcription Tests .....	Claudia Garvey	441
The April Bookkeeping Contest .....	Milton Briggs	444
An Inventory Test in Business Mathematics ..	R. R. Rosenberg	447
On the Lookout .....	Archibald A. Bowle	450
Summer Session Directory .....		453
Your Professional Reading .....		458
Shorthand Dictation Material .....	The Gregg Writer	460

APRIL  
1945

National  
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Week  
ril 28-May 5

(See page 457)

Vol. XXV  
No. 8  
\$2 a Year

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# The BUSINESS EDUCATION World

VOL. XXV, NO. 8

APRIL, 1945

## Learning to Read In Typewriting Classes

ALICE C. GREEN

*The material in this article was discussed at the meeting of a high school district reading council and later appeared as a supervisory bulletin. Reading councils function as a part of the reading program. Their purpose is to study reading problems, in order systematically to improve and refine reading abilities and study habits at the secondary level.*

In recognition of the need for improvement in reading abilities on the part of students, Dr. William H. Johnson, superintendent of the Chicago public schools, inaugurated the Chicago Developmental Reading Program. Under this program, every teacher is on the alert for opportunities to teach reading—high school teachers included.

At first, some teachers of typewriting were skeptical as to the feasibility of attempting reading instruction in a subject thought of as a skill; others welcomed the opportunity to try the idea. Experience has proved the point. Already it is generally agreed, even among members of the first group, that reading instruction in typewriting has practical application. In view of the enthusiasm evinced in Chicago, I believe that commercial teachers elsewhere will be interested in integrating reading instruction with problems pertaining specifically to reading in typewriting.

Reading abilities required in typewriting are as numerous and complex as those required in most academic subjects. This is evident from an analysis of assignments in typewriting texts in use in Chicago public high schools, of the typewriting course of study, and of outlines

prepared in connection with the reading program. At least the following abilities for reading in typewriting are needed:

1. To understand vocabulary pertaining to the subject.
2. To follow directions in text as to placement, style, procedures.
3. To interpret illustrations for the operation of the various parts of the machine. To interpret graphs.
4. To read speed-test copy effectively.
5. To read slowly and critically when typing from rough drafts or from letters to be punctuated and set up in correct form.
6. To proofread word for word—sometimes even letter by letter when spelling out difficult words or words easily confused with other words.
7. To make comparisons of forms, styles, procedures, and to fix in mind the points to be remembered.
8. To skim for the purpose of finding in an index or table of contents the location of information on letter styles, minutes of meetings, envelopes, stencil typing, and so forth, or to verify the accuracy of statements and figures in certain portions of the letter.

Although the foregoing list may not be complete, it is sufficiently inclusive to suggest that reading in typewriting is a tool of major significance and should be taught in type-

## ALICE C. GREEN

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writing. But the instruction should be applied directly to materials used to acquire knowledge and skill in typewriting—not borrowed from other classes. Experiments show that students cannot be expected to apply techniques learned in one subject to identical reading situations in another without assistance. Only the brightest pupils are able to discover analogous situations for themselves, although a large percentage can make applications easily when the analogy is pointed out.

### Improving Reading in Typewriting

At the outset, students must be made aware that in typewriting, as in other subjects, the techniques and rates in reading should vary in accordance with reading purposes and materials. For example, reading copy requires specific techniques (and these will vary somewhat depending on the level of skill the learner has attained); reading to follow directions on how to change a ribbon involves other techniques; skimming to find a specific topic in the index of the typewriting text calls for still others.

**Understanding Vocabulary.** Any lesson having to do with parts of the typewriter and the various characters requires slow, critical reading. The teacher in going over a lesson with the class should be sure the pupils understand the vocabulary and illustrations in the text so that they can locate the parts or characters on their typewriters. Building vocabulary pertaining to typewriting should be done gradually and at times when the students need it. Only then will response continue to be eager and enthusiastic.

**Following Directions.** In general, when reading to follow directions in text as to placement, style, and procedure, students should first read rapidly to get the main points or an

overview picture of what is wanted, and then reread slowly to get the details or the steps in proper sequence. To help students acquire efficient reading habits, questions should be asked that encourage students to seek first the main points in the problem and then the details. Lessons in which students may get practice in following written directions include letter forms, telegrams, manuscripts, reports, rough drafts, tabulations, bills, legal documents, tables and statistical matter, business instruments, processes of duplicating, rules regarding the computation of speed scores, directions for changing typewriter ribbons.

**Interpreting Illustrations and Graphs.** Reading to interpret illustrations for operating various typewriter parts and to interpret graphs depends on proper understanding of vocabulary and legend. Reading must be slow and analytical. Students enjoy keeping graphs of their best weekly typing scores. This gives teachers of typewriting an excellent opportunity to help their students understand and use bar and line graphs.

**Reading Copy.** Studies concerned with eye movements and the eye-hand span in typewriting help answer the questions of how to read copy effectively. Book<sup>1</sup> found that typists just beginning to type read by letters; the more advanced, by syllables; experts, by words and phrases—reverting to earlier habits (letters and syllables) for unfamiliar words. He suggests that the directions given students for reading copy be based on their stage of learning.

Dvorak<sup>2</sup> also contends that reading in typewriting is done by word-wholes, except at the beginning stage of typewriting, and that reading by letters can cut speed in half. Fuller believes reading for typewriting is done by noting details of words, and that students should be advised to make a systematic left-to-right attack on words, syllable by syllable.

This knowledge is of no value unless influences methods of teaching typewriting. It appears, from experience, that just as pupils in the elementary school acquire fluency in reading by reading many books of easy matter,

<sup>1</sup> William F. Book, *Learning to Type*, Green Publishing Company, New York, 1925, p. 169.

<sup>2</sup> August Dvorak and others, *Typewriting Behavior*, American Book Company, New York, 1938, p. 181.

<sup>3</sup> Donald C. Fuller, "Reading for Typewriting," *The Journal of Business Education*, September, 1938, pp. 19-20.

so students of typewriting make rapid and continuous progress in skill when encouraged to type and retype simple paragraph material of high-frequency words. Of equal, or of even greater, importance in developing facility in typewriting are drills that emphasize typing words instead of letters, designed to make students think and type in terms of larger units.

One drill that effectively accomplishes this purpose undoubtedly is familiar to most teachers, for it often has been demonstrated for teacher groups by Harold H. Smith, expert typist and author of typewriting texts. In this drill, when *the*, for example, is called, the response is *the* (one word). When *the* is misspelled, the response is *t-h-e*, three separate and distinct strokes. The drill also is recommended for developing control in typing, since it requires ready adaptation to two kinds of reading responses needed in typewriting: words and letters. Drill of this sort can be started the first day of instruction. More and more emphasis should be given to typing words as wholes.

How far ahead should students be taught to read? Book<sup>4</sup> maintains that the expert's eyes are several words ahead of his hands and that it is this which permits him to control the sequence of the letter-making movements by groups. Dvorak<sup>5</sup> states that the eye-hand span widens as skill increases; between typing speeds of 40 and 70 words there is an average increase from 3.9 to 5.9 spaces. During more than half the typing even though the most rapid operators read not more than 2 words ahead, although infrequently a familiar phrase permits the eye to jump far ahead. The range in eye-hand span has been found to be 0-13 spaces; in cases where the eye and hand were together, difficult words were being spelled out.

### Keep Eyes on Copy

The importance of continuous concentration while reading copy cannot be overlooked. Errors may be due to several causes, but faulty concentration is responsible for a large number.<sup>6</sup> McGill and Smith emphasize the importance of keeping eyes on copy to lessen

<sup>4</sup>Op. cit., p. 169.

<sup>5</sup>Op. cit., p. 181.

<sup>6</sup>Esby C. McGill, "Typewriting Error Analysis," *The Balance Sheet*, October, 1943, pp. 62-65.

### Dilemma

GRACE V. WATKINS

Simpson College, Indianola, Iowa

Lucille, with punctuation sloppy;  
Marie, whose touch is fierce and choppy;  
Dear Jane, whose concentration wavers;  
And Mae, with gum of different flavors;  
Dolores, always out of paper;  
And Lynn, whose margins gently taper;  
Anita, unconcerned with spelling,  
Whose speed tests make me feel like  
yelling;  
Laverne, whose shift key tricks are jumpy;  
Patricia, sitting glum and humpy—  
But the queen of pedagogic terrors:  
Annette, who won't erase her errors.  
And I'm supposed—oh, thought that har-  
ries—  
To fashion perfect secretaries!

chances of distraction, of keeping attention fixed upon the meaning of the material, and of fixing in the mind a vivid impression of word-patterns to be typed.<sup>7</sup>

Students who make an excessive number of errors might well be given the advice of Fuller to make a "systematic attack on words, syllable by syllable." Students who type too slowly should be given drills that will encourage them to type, think, and read in larger units.

It seems, in reviewing data on reading copy effectively, that adaptability is essential to success—ability to read sufficiently far ahead to control the sequence of letter-making movements by groups and ability to slow down when words must be read letter by letter.

Of significance to the classroom teacher is the point that students seem able to establish efficient habits of reading and typing more quickly when proper direction is given by the teacher. Of special benefit in this connection is dictation by word-wholes (two-, three- and four-letter words) and opportunity to type a great deal of material so simple in character that the eye can take in at a glance the whole word or at least a major part of it.

(To be continued)

<sup>7</sup>Esby C. McGill and Harold H. Smith, "Continuous Concentration While Typing," *The Business Education World*, October, 1943, pp. 72-74.

A part-time program for high school students

## How a Co-operative Program Works in Minneapolis

MARGARET E. ANDREWS

ALTHOUGH Minneapolis is not in a critical labor area, it has felt great demands for student labor. More than ever before students have been working at a greater variety of jobs, and often under more unsatisfactory conditions. In an attempt to control the employment of students, the Co-operative Part-Time Work Program was developed. It was hoped that if opportunity were given for students to earn credit for their work, both employers and students would be willing to co-operate in conforming to approved work standards.

This program was begun in September, 1944, in the Minneapolis high schools with approximately 120 students, almost all "A" seniors, working for 75 different employers. Students were required to work at least as many hours in the afternoon as they spent in school in the morning. They were given one credit for their work experience.

A course in occupational relations was required in addition to the two regular courses taken in the morning. In this course the students were given basic information necessary to all workers. They were also given individual help on problems that might come up on their particular jobs. The co-ordinator supervising them on the job taught the course.

During the semester, the co-ordinators were able to work out training programs with the employers so that students were actually learning as they earned. There was no exploiting of any of these students in regard to hours, wages, or working conditions.

In an effort to evaluate the program at the end of the semester, students were asked to fill out a questionnaire answering questions frankly. Included were a number of specific questions under such general headings as: How did you get your job? How were you introduced to your job? What are your duties?



What is your salary? What are the advantages and disadvantages of working for this employer? What are your future vocational plans?

Examination of the questionnaire indicated that approximately three-fourths of the students got their job through the co-ordinator. Virtually all students were interviewed at the time they were hired, but only about three-fourths of them filled out application blanks. A small number of the students took tests, but few knew the purpose or the results. Nearly one-third of the students were taken to the place where they were to work by the supervisor.

Two-thirds of the students reported that instruction on the job was given by both telling and showing. Only one-sixth of the students were given interviews to discuss their progress on the job, although three-fourths of them were doing different work at the end of the semester than at the beginning.

### Training and Experience Greatest Advantages

Students earned from 40 to 44 cents an hour on the average, or about \$14 or \$15 a week. All but two students lived at home. Of the 118 students who did live at home, 102 said they paid nothing for board and room. In spite of this, about 50 students reported saving nothing at all, and 20 students reported saving 11 per cent or more.

About half the students felt that the greatest advantage of the Co-operative Part-Time Program was the opportunity it provided for valuable training and experience. About one-sixth felt the greatest advantage was the chance it gave them to earn money.

The chief disadvantage in the program, as seen by the students, was that they couldn't participate in after-school activities. The next greatest disadvantage mentioned was the obli-

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gation they felt toward their employers to continue work after graduation.

Students felt that "Desirable place to work" and "Nice people to work with" were the highest recommendations they could make for their particular employers. The most common disadvantages were, "Poor chances for advancement" and "Routine job." "Salary too low" received almost as much consideration.

The chief purpose of this questionnaire was to get information based on student experience, which would be of help to the co-ordinators in conducting the occupational relations course the next semester. It was successful in that a number of significant facts were disclosed.

Perhaps other co-ordinators will profit in their dealings with co-operative part-time students by knowing what we found out.

1. Our students were usually given employment interviews and asked to fill out application blanks. The co-ordinator will be wise in giving some basic instruction on interviewing techniques and the filling out of application forms, perhaps on the first day.

2. The students were watched at their work from time to time. Few students were given interviews to discuss their progress. Therefore, it fell to the co-ordinator to maintain close contact with employers and to discuss progress with the students frequently.

3. In a majority of cases, pupils were moved from their original jobs. Only about half of these changes represented promotions. In many cases, this indicated that the co-ordinator and the employer had worked out a program of adjustment or wide experience rather than just one of promotion. Interviews with students should make clear the reasons for these transfers.

4. About one-fourth of the students received pay increases during the semester. Usually these increases were due to company policy,

although in a few cases they were because of superior work. Not all students, however, were told why they were given increases. The co-ordinator, through his employer contacts, should be able to explain the reason to the student.

5. Approximately three-fourths of the pupils had their pay-roll deductions explained to them by their employers. It was necessary for the co-ordinator to explain these deductions to the other students.

6. As only about half the participants had to punch a time clock, the co-ordinator thought it wise to stress the importance of punctuality.

7. Because about 50 students reported they saved nothing whatever, the co-ordinator recognized the need for more intensive budgeting and saving.

#### *Necessity for Careful Placement*

8. The students thought it a disadvantage to feel an obligation to remain with the same employer. As co-ordinators know employers and the opportunities they can offer students, it should be possible to make placements in such a way that students need not feel obligated, but will be eager to remain after graduation.

9. Many participants felt that their jobs were too routine and that chances for advancement were poor. Co-ordinators should stress the fact that students cannot enter business on the level at which they hope to work eventually—that most beginning jobs are of a routine nature. However, a careful job analysis, followed by a careful inventory of the student's abilities and interests, should make it possible to place students on jobs where they can succeed and be happy in their success.

10. The students felt that the agreeable people with whom they worked and the desirable place in which they had to work were the chief recommendations for each particular company. It should be possible for the co-ordinators to place more emphasis on the value of having an opportunity to learn on the job, or having a chance for advancement, and so on. These are advantages that were given first consideration by few students. If the jobs

do not have these advantages, then perhaps students should not be on them.

11. The pupils planned to act on the basis of the disadvantages mentioned in Number 9, and less than one-half of the group planned to keep their jobs permanently. Careful placement in the beginning, plus continuous follow-up to help the student develop on his job, will probably tend to decrease this shifting.

12. Our students felt the need for more personal counseling. With the limited time available and the heavy class load carried by co-ordinators, individual counseling must be done before school or before students leave for work. It is difficult to give personal counseling during the class period. Therefore, every effort should be made to meet this need by scheduling personal interviews outside of schooltime.

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### Underestimating Our Vocabulary

BECAUSE of the nature of the stenographic skills, we are constantly conscious of the problem of English vocabulary. For a long time there was a tendency to underestimate the vocabulary of the average person. That tendency was carried so far that it was seriously claimed that many people went through life with a vocabulary of fewer than 1,000 words.

The evil effect of these underestimates appears in our teaching of shorthand, when we permit our underestimate of the vocabulary to influence our teaching in the direction of over-emphasis on the commonest words and under-emphasis on the great mass of less frequently used words.

Professor George W. Hartmann tells us in the *Journal of Educational Psychology* that the recognition vocabulary of the average college undergraduate is more than 200,000 words.

It looks as if we shorthand teachers should perhaps let our education stray beyond the first 3,000 in order of frequency, doesn't it?

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Of all the diversions of life, there is none so proper to fill up its empty spaces as the reading of useful and entertaining authors.

—*The Spectator*

### High Spots in Official Typing Records

READERS have inquired about certain "records" that were not included in the table of Official Typewriting Records published in the January issue of this magazine. This reminds me of the many questions addressed to me during the last twenty years as to claims advanced for various typists supposed to have records. Often these claims seem to be irreconcilable.

It must not be forgotten that in every performance of human skill there are outstanding phases of interest aside from the final score or result. For example, a little computation of Miss Margaret Hamma's 1941 record in the Professional (hour) Contest, based on the official record of 46,580 strokes made on her Electromatic Typewriter, shows that she wrote at the rate of 12.94 strokes a second, the fastest rate ever attained in such an official contest. This is just as official as her record of 149 w.p.m., but it does not appear in the official report.

In that same contest, Cortez Peters established a new stroking record for manually operated typewriters (Royal). He made 44,790 strokes, more than 12.44 strokes a second, 51 errors, and 141 net words a minute. Incidentally, he is confident he can add materially to that score; so typists using manual machines have a very definite record to shoot at.

Again, in the same contest, Miss Stella Wilkins (Royal) established a new net record for women using manual machines with 41,486 strokes, 21 errors, and 135 net words a minute.

A final observation may be interesting. The 46,580 strokes typed by Miss Hamma worked out to 8,877 actual words—an intensity of 5.247+ strokes a word. Lucky, isn't it, we have the standard 5-stroke word?—Harold H. Smith.

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"Gee, Mr. Thornhill, do you still have to have a priority to get a new desk?"

## *What I Learned About Teaching Typing In a Naval Training School*

ALFRED ESSOCK

THE purpose of this article is to put into the record some of the changes that surely must take place in the teaching of typewriting. One cannot teach in an accelerated program such as we have at the Miami University Naval Training School (Radio), Oxford, Ohio, without being appalled by the smallness of past accomplishments, and without being imbued with a desire to achieve better results.

In the first place, there is the all-important attitude of the student. From the first day, the teacher should purposely organize his work to meet the dictates of the ultimate goal of the course—quantity-with-quality production.

This means maneuvering the mind-set of the student toward much greater speed than heretofore. Students should be given at least one timed writing during the first complete class period. Usually this means a timed writing of one minute, and perhaps several shorter writings, on the second day the class meets. Every class period following should find the student taking one or more timed writings. Writing time should be progressively increased to ten minutes. Writing periods of less than one minute are excellent for drill purposes, especially when you are desirous of obtaining a high degree of concentration and continuity of writing. Later in the course, short writing periods are good for speed or finger-facility drills.

Timed writings give the student a reason for wanting to snap his fingers, strike the keys with the tips of his fingers, hold his hands properly, and manipulate the machine correctly. They give him a daily objective—a moment-to-moment objective. He will want to write faster today than he did yesterday. They put him in a race with himself. The competition will keep alive the interest the student had when he first came into the classroom. His mind-set will be toward speed—toward all-around facility—toward putting more characters on the page in less time.

It is through this procedure that we are able

to have beginning students gross up to 55 words a minute in sixteen weeks of instruction.

All tests should be repeated at least once. This encourages the student to write faster because he does not hold back for fear that a poor test will lower his grade. He will want to do his best on the first effort; on the second writing he will try to do better because of his natural desire for improvement.

In the second place, it is well to pace the students on each stroke level. Start out at a rate commensurate with the speed of the slowest student in the class and gradually accelerate the pace. Stroking on the letter level gives rise to the term "typereading." Make the student understand that he is first reading, and then writing; that how he writes will depend upon how he reads. He should see that he cannot have smoothness in his writing if his reading is not smooth. Furthermore, in writing a line of mixed numbers and letters, like this for example:

AK8LS PROB7 XZCG4 PORQZ 348IU

the reading will determine the writing. Frequent use of the word, "typereading," will help the student understand his problem.

The third point is that the student should not only feel that he is in a race with himself, but that he is graded only upon his progress. He should feel that the class progress does not have anything to do with his grade. To effectuate this the student should be made to keep a graphic chart of his progress. He should use this chart frequently. On this graph, at definite intervals, there should be goals for the student to achieve. Failure of the student to reach his individual goal at any given time should call for investigation on the part of the teacher. Most of us are prone to wait until the end of a semester to evaluate the work of the student. When an individual achievement goal is used, progress is evaluated daily, weekly, bimonthly. Try this procedure and watch the student's interest perk up.

If we, as teachers, approach our work in the above manner, we will be able to have our

students achieve in one semester the speed that we normally associate with two semesters of typewriting. If we do so, our teaching plan should follow three definite steps.

1. *Demonstration.* For this purpose, the teacher should have a typewriter placed upon a demonstration stand situated so that the students may see the teacher operate the machine. From this point of vantage, the teacher demonstrates every step the students are to make. It is so much easier to do something if first we can see and otherwise sense what we are going to do. Besides enhancing learning, the demonstration step has another advantage. It places the teacher in the same position as the student. Being a bit more experienced, you become the leading student in the class, and the other students, less experienced, look to you for guidance and instruction.

2. *Participation.* Here the student and teacher write together. By participating, the teacher is better able to determine the pace to be used, and by actually writing the material with the students he becomes aware of the difficulty of the material, problems encountered in the manipulation of the machine, difficult finger reaches, and typereading problems. Thus the teacher will be in a position to point out in detail the specific techniques and devices that must be used in order to improve the students' practice efforts. This teaching step also leads to closer co-operation between student and teacher. Co-operation is born out of the teacher's action in the demonstration step and is greatly strengthened in the participation step.

3. *Application.* It is at this point that the student is given the daily timed writings. He will look forward to this and always want to know how he is doing. This pressure writing should always be measured in gross words a minute, as these terms make it easier for the student to understand the true nature of his progress in typing skill. Later in the course, when discussing accuracy, speak of "errors a minute," and the "ratio of errors to speed." In this way you can alternately strive for speed and accuracy, if necessary, without changing or confusing the mind-set of the student. Practice without aiming at a clear objective is a waste of time and energy and is destructive of skill.

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After pressure writing, the remainder of the period is devoted to remedial writing, and textbook exercises. Procedure in this part of the period is dictated by what the student did during the preceding part of the period. The problems of each student are different; hence, his practice work should be different.

In summary, the suggestions are these:

1. Upon returning to civilian teaching I will devote the first semester of my course in typewriting almost entirely to the development of the manipulative skill of the typewriter. In one semester the student will be required to write as fast as is now required in two semesters.

2. Students will be given daily timed writings, starting with the first complete class period. Length of timings will be progressively increased from one-half minute to ten minutes.

3. Students will be given a daily or weekly goal to achieve. How they succeed in attaining these goals will determine grades.

4. I will emphasize speed, controlled typereading and fingering speed, stroking skill, and how to practice.

5. Three major teaching steps—demonstration, participation, and application—shall surely be evident in each class period.

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### Fingernail Factory

BACK in 1931, Dr. Maxwell M. Lappe, a Chicago dentist, made a set of fingernails for a friend who had lost his through illness. Now Dr. Lappe, no longer practicing dentistry, is the only man in the world with a fingernail factory and a patent on his product.

Biggest single item is the left thumbnail, as hammerers have a tendency to miss a nail, then miss another nail. War workers, wounded servicemen, mannikins, and bank workers are among Dr. Lappe's best customers. Dr. Lappe has figured out more than 150 uses for his bad-tasting acetate compound fingernails and has shipped them as far as India and Australia.



# News from Washington

## Our Monthly Report from the Educational Front

**I**N his message transmitting the budget for the fiscal year, 1946, President Roosevelt said:

As a part of the budget for the fiscal year, 1946, I am recommending reorganization of the basic structure of the Office of Education. This reorganization will facilitate service to the states in the development of more adequate educational programs with proper emphasis on all the various aspects of education.

The President recommended an increase of \$619,265 (from \$838,118) for "expanding and strengthening the regular Office of Education."

With the additional funds, Commissioner of Education John W. Studebaker hopes to create and staff new positions, many hitherto unknown in the history of the Federal arm for education.

First, the Commissioner hopes to appoint two assistant commissioners at \$7,200 a year each; and two special assistants to the Commissioner at \$8,000 a year each.

According to the proposed plan, the assistant commissionership for vocational education (now held by Dr. J. C. Wright) would be abolished (a step, incidentally, opposed in a resolution by the American Vocational Association at its last meeting in Philadelphia).

Instead, there would be created a director for vocational education, who would be assisted by at least three major executives. The entire pattern of the present vocational education division would not be disturbed. However, salaries would be raised, more staff added, and services increased.

Proposed expenditures for 1945-46 salaries for staff members of vocational education would be \$412,700, against the 1944 sum of \$345,493.

No increase is asked for the co-operative State-Federal education programs in vocational education, under so-called "regular programs."

Something new will be added to the staff of the U. S. Office of Education, if the proposed reorganization is approved by Congress. The new element will consist of specialists in subject matter to be placed within the major divisions proposed. Commissioner Studebaker is asking that specialists in commerce and business be authorized. Salaries for these specialists would range from \$4,000 to \$5,000 a year.

If previous experience is an accurate guide, Dr. Studebaker faces a stiff battle with Con-

gressional committees before his plan is approved. During the past ten years, Congress has been reluctant to increase appropriations for the U. S. Office of Education.



### Commissioner Studebaker's Report

In his annual report for 1944, Dr. Studebaker set forth the reorganization plan in detail and made public the text.

Throughout the interview—as well as in his printed report—Commissioner Studebaker dwelt on the shortcomings of his Office. He said that the influence of the Office has been "inadequate," and its "work extremely limited."

The only one of the existing divisions whose staff at present approaches adequacy, Dr. Studebaker said, is the Vocational Education Division. But even here staff provisions are "only modest." For example, 10 staff members are at work to assist in the instruction of 318,223 students in agriculture classes; 9 staff members for the 497,139 students enrolled in home economics; and only 6 staff members for the 206,922 students of trade and industries.

At the same time, only sketchy attention is being given to business office subjects (distributive education being fairly well taken care of) and no specialist is available in the growing field of vocational-technical education.

Dr. Studebaker proposes that there be a Division of Vocational Education that will follow the present organization. He proposes a staff of 62 professional and 57 clerical workers. The present staff consists of 49 professional and 36 clerical. Dr. Studebaker said that even with this increased staff the Office of Education will still be smaller than many of the state educational set-ups. Among the proposals of the Commissioner there is the publication of more American Educational Annuals, and 7 separate periodicals monthly for 10 months, 32 pages each. One of these periodicals will be published by the Division of Vocational Education.



Brown University, in Rhode Island, has provided left-hand desks for students. A manufacturer, who supplied the order of the one-armed, left-handed chairs is now ready to deliver similar chairs to other schools.

(More Washington News on page 449)

# How to Check Materials

THELMA M. POTTER

**C**HECKING material to locate errors or to prove its accuracy is an important and constant activity in an office worker's life. An error made in the classroom indicates wherein practice is needed and usually affects only the person who made it. An error made on the job, however, has far more serious and far-reaching effects.

For example, a typist, who was preparing an advertising leaflet that included the price of a book to be sold, typed the price incorrectly and did not check to discover the error. The duplicating department reproduced 10,000 copies of the advertising folder, and 10,000 people received it in the mail. Orders began coming in at the price quoted. Questions, explanations, and readjustments followed. This error, unchecked, affected not only a large number of people but also the public relations of the entire company.

Because of the seriousness of any error in business, managers of offices insist upon the development of constant and careful checking habits in all work. One well-known insurance company penalizes workers in an accounting department five dollars for each error not caught by them.

### *Developing Accuracy and Efficiency*

Efficiency and accuracy are made up largely of a number of habits of work that have been well established. Checking to prove accuracy is one habit that can be developed within the classroom better than it is being done at the present time. There are definite techniques and procedures of checking that should be studied and taught. A common office job, particularly for beginning workers, is to check a list of names against another list or cards containing those names. The largest part of this work is done with the eyes, and an unnecessary amount of motion may be used, resulting in fatigue, eyestrain, and inaccuracy. The eyes should be trained to move in a given pattern in the same way that hands move in a given pattern on the typewriter. For example, here are two lists of names that must be

checked against each other to be sure the spelling is the same:

William C. Berry	William C. Berry ✓
Maxine Bryant	Maxine Bryant ✓
Louis Johnson	Lewis Johnson X
Carl Sargent	Carl Sargent ✓
Arthur Schreiber	Arthur Schreiber ✓
Norman J. Stonehouse	Norman J. Stonhouse X
Irene Vaughan	Irene Vaughan ✓

The minimum eye and hand motions would be:

1. Focus the eyes on the first name in the left column. Try to see the whole name as one unit rather than to see the individual letters or any particular part of the name.
2. Move the eyes in one sweep to the right-hand column. If the name is the same—that is, if the eyes see exactly the same total pattern—the hand will then make a check mark (✓) beside the name in the right-hand column.
3. Drop the eyes to the next name in the *right-hand column*. Visualize it.
4. Move the eyes in one sweep back to the first column and compare the names.
5. Continue this across-down-back movement as shown in the illustration. The hand remains beside the column at the right and places a check mark beside each name that is the same as the one at the left. If the names on the same line differ, either stop and correct the name or simply put an X beside it to indicate the error for future correction. The specific situation will, of course, determine this detail.

This control of eye motions and the skill of hand and eye co-ordination in checking require practice in order to establish the habit. The classroom teacher can easily give such practice by preparing lists to be checked or lists and cards to be checked. Discussion of eye movements in checking should be part of class-work. Of course, the pattern of eye movements will vary as the situations vary. Students should

practice checking during classtime just as they practice typing skills. Then the teacher may give a short timing exercise to establish rates at which students are able to check lists of names.

### See Numbers as Wholes

Practice in checking numbers may be developed in the same way. The emphasis should be on seeing the numbers as wholes and not as individual digits. The first time number checking is done in the classroom it probably should be done with columns of small amounts —two or three digit numbers. These should gradually be increased to four, five, six, seven, and eight digit numbers.

This use of eyes to facilitate hand movements and to make work easy and fluent has been given some attention in business offices. When filing is done, the eyes of a skilled worker always precede the movement of the hands and serve as a location finder, thus eliminating a number of excess and fumbling motions. In a filing department of a large New York City firm, special instructions and practice are given in teaching new employees how to find the letter guides with their eyes first, move the hand to that position, and check large account numbers in one glance.

Specific training in eye and hand co-ordination

in checking is being included in machine training. Checking adding-machine tapes with the original copy is an indispensable part of every machine operator's job, and as such should be an important part of his training. The accompanying illustration (from *How to Use the Adding Machine, Selective Keyboard* by Potter and Stern) shows adding-machine tapes that have been checked. One amount has been listed in the machine incorrectly as indicated by the X.

At the N.B.T.A. convention in Chicago in December, 1944, Miss E. M. Daniels, of the Operator and Installation Service Division of the Burroughs Adding Machine Company, described two procedures to be followed in machine instruction that would train the eyes to work in efficient co-ordination with the hands. She recommended that, during the initial instruction period while the student is learning touch addition, the left hand be kept in the lap so that the habit of following the figures with the forefinger of the left hand will not be established and so that the eyes will learn to assume full responsibility for accurate reading.

Miss Daniels also recommended that the students be taught to copy the answers from the dials using the following routine: (1) read the answer; (2) clear the machine; (3) write

JOSHUA SCOTT 634 BATH STREET WOODBURY, PENNSYLVANIA		
New York	June 4, 1944	
Sold to	Mrs. J.C. Patterson	
Address	515 Main St., City 14601	
1	2 Cakes	.09
2	1 lb. Grape Jelly	.20
3	1/4 lb. Gelatin	.10
4	1/2 lb. Chicken	.195
5	2 cans Peas	.10
6	1/4 lb. Muffins	.10
7	1 lb. Potatoes	.04
8	1 Ham	.2-
9		
10		4.78
11		
12		
13		
14		
15		

Shown here is a sales slip properly placed with adding-machine tapes for checking. A check mark has been made after each amount listed correctly on the tapes. The X marks an error in the amount listed on the upper tape. The lower tape shows the amounts correctly listed. Checking is as indispensable in training as it is on the job.

.00*
.09✓
.20✓
.10✓
1.05X
.30✓
.10✓
.04✓
2.00✓
3.88*

.00*
.09✓
.20✓
.10✓
1.95✓
.30✓
.10✓
.04✓
2.00✓
4.78*

the answer. This procedure teaches the student to read the answer at one glance, carry it in his memory, and write it with no return reference to the dials.

The routine is established to eliminate several turnings of the head to reread answers in the dials that the student did not look at carefully the first time. It has been found that a large proportion of errors on the job are made in transferring amounts from dials to paper.

This suggested teaching procedure also helps

students to become more accurate in reading and recording dial answers. The procedure can, of course, be applied to teaching the operation of any machine.

CBR  
4/10/45

A desirable habit to teach a student, also, is to place his initials and the date at the end of the work that he has checked. Any office manager will tell you how important this is when questions concerning the work arise.

## Postwar Problems for College Business Officers

JOHN S. PERKINS, professor of management and assistant to the president of Boston University, in an address before the annual meeting of the Eastern Association of College Business Officers, held recently, in the Hotel Biltmore, New York City, emphasized the fact that one of their biggest postwar problems would be the improvement of labor relations in their personnel. In a challenging address he said:

Gentlemen, let's get down from this pedestal. Let's look facts squarely in the face. We are regular commercial employers who happen to be concerned with the business of education. Let us adopt a civil service program for our nonacademic employees. Let us establish regular personnel procedures. Let us introduce job analysis and evaluation and merit ratings. Let us introduce up-grading and job training. Let us build up the prestige and morale of our non-academic employees through collective bargaining and established personnel procedures.

One of the most noticeable shortcomings of college business officers in the field of personnel and labor relations has been their failure to establish pension plans for their nonacademic employees. Colleges asked to be exempt from Social Security; but then they did not establish their own social security for nonacademic employees, except here and there on a paternalistic basis. The result is that Social Security is going to be established anyway in colleges, and I say that we should thank our lucky stars for it, and do what we can to hasten its arrival. . . .

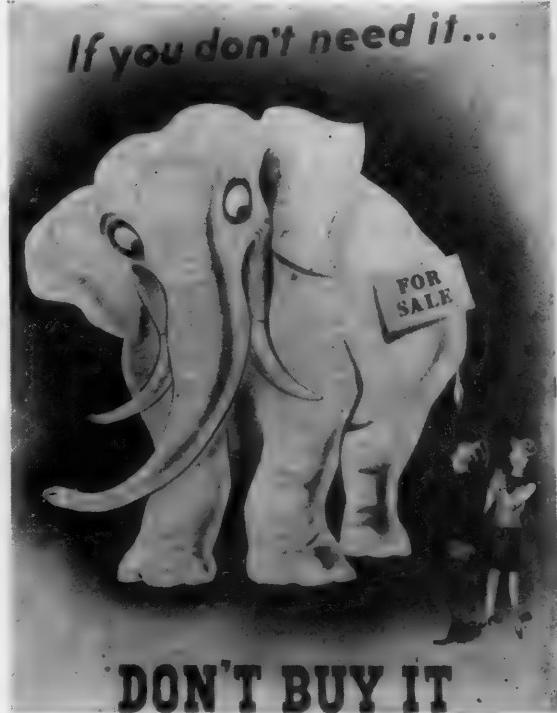
Take a brief look at some educational logistics. The normal total prewar college enrollment in America was 1,500,000. This represents about 15 per cent of the age group from 18 to 21. Colleges are geared to handle this number.

The war is going to place new and higher values on college training. It is estimated that after the war is over the number of young men and women seeking a college education will increase to 25 per cent of the 18 to 21 year age group. This will result in an increase of approximately 1,000,000 new students in college each year, making a total of about 2,500,000 nonveteran students who will be

wanting to attend college and who will be qualified for advance training.

On top of all this, there is the responsibility of veterans' education—a responsibility that will be ours in addition to increased civilian requirements for at least a five year period. Some estimates place the number of veterans who will seek college education at 1,500,000. Thus, a grand total of almost 4,000,000 college students will be seeking admission within one or two years after V-day—two and one half times the normal prewar college population.

I doubt if very many of our colleges and universities are at present prepared to cope with the problems which will arise out of this large and sudden influx of students. Herein lies our number one educational problem.





# What About G. I. Education?

Reprinted by permission from *Business Screen*

**I**N the gigantic task of mobilizing the human and material resources of the nation to wage total and global war, all basic institutions and agencies of a society are subjected

to the most rigorous scrutiny and extreme criticism. The initial results are inevitably the disclosure of weaknesses and failures. These must be corrected with efficiency and dispatch if the institution is going to make a maximum contribution to winning the war. Areas in which institutions have operated with reasonable effectiveness are overlooked or at least are not called to the public's attention.

Education has not escaped and should not expect to escape this process. The dramatic results achieved by educational programs in the armed forces and in war production training have set off a barrage of criticism directed at the schools. Fantastic claims are made for the miraculous effectiveness of G.I. Education and the schools are urged to snap out of their slumber and hop on the G.I. training bandwagon. Put on the defensive, educational leaders react emotionally, become resistive and complain about the absence of public understanding and support.

There is now emerging a disposition by all parties to face and evaluate the facts and to study the resulting implications for postwar education. This can have only one result—tremendous improvement and strengthening of postwar education. In facing the facts squarely and rationally, the following points are important.

1. Never in our history has the crucial importance of education had more dramatic recognition. More money has been spent on it, more books published, more physical plants built and utilized, more instructional aids developed, and more people involved as teachers and learners than ever before.

The entire nation has been at school in OCD, OWI, OPA, WPB, WMC as well as in the more formal training programs of war production and military service.

E. T. PETERSON

*Acting Dean, the College of Education,  
University of Iowa*

2. These programs have been organized for the most part by professional educators who for the first time have had a chance to put their ideas to work, unhampered by the limitations of budget, personnel, tradition, inertia, and clumsy mechanisms of organization and administration.

3. In any educational activity, the most important, as well as the most difficult part of the job is to define the objectives. Peace-time objectives tend to be generalized, fuzzy, and blurred. Wartime objectives are definite, sharp, specific, concrete. There is a target and a bull's-eye and everyone concerned knows when the missile hits home, or if it misses, by how much and why. Every phase of the educational activity can be streamlined and organized with efficiency. Argument about content and method is reduced to a minimum.

4. War-time motivation is intense, direct, functional. Values are immediate, not deferred. Life is at stake—the life of the individual, the life of the nation, the life of civilization. If you perform an assignment correctly, quickly, at the right moment, in the right spot, you may live. If not, you may die. No more powerful incentives exist. Learning becomes dynamic, efficient, rapid.

5. Appropriate learning procedures are recognized and applied, not invented or improvised. Learning by doing, job analysis, proper mind-set, functional organization of subject-matter, direct relationship between goals, methods, and instruments of measurement, short units of learning, standards of performance, reward for effort and achievement, self-instruction, individual responsibility and initiative for learning and doing—all these and more are harnessed up and put to work.

6. Teaching aids have been dusted off the shelf of incidental, casual, and often careless utilization and assigned their proper role in the learning process. Learning is less abstract

and more concrete, less verbal and more visual. Effective learning has demanded and has received the help it needs from motion pictures both sound and silent, film strips, slides, transcriptions, animated drawings and charts, cartoons, posters, models, maps, diagrams, cross-sections, graphs, illustrations, photographs, enlargements.

7. Genuine co-operation and co-ordination have been achieved between industrial, governmental, and educational leadership in the production, distribution, and utilization of teaching aids. The most competent personnel was commandeered, whether civilian or military, in schools or in industry, and given unlimited resources in money, plant and materials with outstanding results. The U. S. Office of Education Visual Production Program was made possible by the availability of all the resources of twenty-two of the nation's leading commercial producers of motion pictures. The list of consultants on the Machine Tool series or the Farm Work series constitutes a "Who's Who" in each field.

The conservation and effective employment of this experience is a major challenge to educators. Part of the program can be incorporated in postwar education with little or no change. This is particularly true of the war production training materials in industry and agriculture. We have had glimpses of the rest of the program. When it can be reviewed and appraised in detail, we shall find that more can be utilized. What is important, however, is that we proceed with courage, vision and persistence to the application of the techniques learned in war to the problems of peacetime education. Only as educators realize the significance of teaching aids in postwar education, can or will they proceed to unlock the doors of adequate financial support, continued utilization of war-trained personnel, and effective co-operation with the industry.

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WHILE public education at public expense will greatly increase, the private schools and colleges can survive and justify themselves if they will be out in front with creative imagination, seeking better ways to bring about commonly agreed objectives. If they will do this, they can write their own tickets; otherwise they will write their own obituaries.—*Dr. Ordway Tead, Chairman of the Board of Higher Education, New York City.*



## O. B. E. Activities

Pupils who hold the Senior Certificate of Achievement for one of the monthly tests in transcription or bookkeeping published in the BUSINESS EDUCATION WORLD are eligible for membership in the Order of Business Efficiency. O.B.E. members may wear the official members' pin which sells for 60 cents.

### Chapter News

*Chapter 112.* Helen Trimmer, secretary of the William Penn Senior High School chapter of York, Pennsylvania, writes: "Our members are faithful in attendance and each meeting is interesting. The tests given in the BUSINESS EDUCATION WORLD furnish quiz material for some of the meetings. Part of each program is devoted to social activities. Because about two-thirds of our members attend co-operative course, our service to school administrators and businessmen are actual working experiences—gained by working in stores, business offices and school administrative offices."

"Since our high school auditorium is used for large community gatherings, our O.B.E. decided to open checkrooms. Thus far, we have had the checkrooms open four evenings and have made a substantial addition to our treasury."

*Chapter 136.* Therese Faggiolo, secretary of the chapter at the Convent St. Louis de Gonzague, Montreal, writes: "At our January meeting we discussed many subjects and sang a song especially composed for our chapter. In February, we plan to help the Canadian Charity Federation by addressing envelopes and doing other typing. We are now publishing a magazine called *The Flash*."

*Chapter 147.* The nine members of the Auburn (Illinois) Consolidated High School chapter received their charter in February. Miss Charlotte Riemer and Mrs. Dorothy Wise, commerce teachers, are the chapter's sponsors.

We hope that following this year's activities many commercial clubs that are not organized will apply for charters, and we look forward to welcoming many new chapters to the national O.B.E.

—Editor

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IT HAS BEEN suggested that in the world of the future every worker, and not just the university professor, should be given a sabbatical year, one year off in seven on full pay, to continue his education, to enrich his experience, to improve his mind. Perhaps this might be one way of meeting the threat of unemployment in postwar America.—*Dr. George S. Counts*

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MY memory is the thing I forget with  
—A child's definition



# Washington Interview

No. 5

With MARION LAMB

By Clyde W. Humphrey

WITH a brand-new doctor's degree from New York University, and plenty of "know-how" and ability to put it into practice, Dr. Marion Lamb came to Washington in 1942—just in time to get in on the "ground floor" of in-service office training in Government war agencies.

Her first job here was in the Adjutant General's Office where, under the direction of L. W. Conant, chief of civilian training, she started the clerical office training in the AGO. Soon after, following a decentralization of personnel services in the Adjutant General's Office, Dr. Lamb was made assistant chief to Mr. Conant in Branch 2 of AGO.

"This turned out to be a real break for me," Miss Lamb explained, taking no consideration of the fact that the training program of AGO got a better break than she did. "Here I had an opportunity to attend supervisory training institutes in job instruction, job relations, and job methods, and later to conduct some of these 'J' courses."

Dr. Lamb is now employed as a training specialist in the Federal Work Improvement Program of the U. S. Civil Service Commission, where she was first assigned to the follow-up of training in the various Federal agencies, including Job Instruction Training, Job Relations Training, and Job Methods Training.

Some of the benefits realized from the "J" courses have been published in a Federal Work Improvement Program publication entitled, *Supervision Improvement*, for which Dr. Lamb

is responsible. She is now engaged in making case studies of successful training projects in various areas of training, an assignment about which she is enthusiastic because she believes that these case studies may bring to light some very valuable training ideas.

When she was asked what she considered to be some of the differences between pre-employment training and in-service training, Dr. Lamb replied:

"The course content of pre-employment training is usually more general than that of in-service training. The reason for this," she explained, "is that in pre-employment training the instructional content is based upon knowledges and skills required in the type or kind of work the trainee expects to do upon completion of the training program. In the in-service type of training, however, the course content must be geared to and integrated with specific performance requirements of the job in which the trainee is employed.

"Pre-employment training is an independent function, but every phase of in-service training, from scheduling to follow-up of results, must be adapted to and co-ordinated with the policies and operations of the firm or agency.

"Of course in pre-employment training, surveys should be made of employment needs in the communities in which students find employment, and it is desirable to follow up graduates on the job to determine the degree to which, and with what success, they are using the skills taught them. But in pre-employment training, there is not the pressure upon teachers to survey training needs and to follow up results that there is in the in-service type of training. Pre-employment training methods are likely to be more leisurely than those of in-service training.

"Although the training of employees has long been one of the responsibilities of the office supervisor, the war emergency has given tremendous impetus to it. New employees must be trained when they are promoted or transferred to other jobs. All employees must be given some training when work procedures are changed, and there is always need



MARION LAMB

for training that improves on the job performance.

"When a Government agency or a business organization has an in-service training officer, or perhaps a training department, the supervisor may call upon a training consultant when training assistance is needed. However, the ultimate success of the training should be determined by the supervisor in terms of increased production or in terms of improved quality of work, or both.

### **Training Officer Has Four Responsibilities**

"The responsibility of the in-service training officer is that of defining the training problem presented by the supervisor; planning the training in such a way that it will not conflict with production; seeing to it that the training is given according to plan; and, with the aid of the supervisor, checking the results of the training.

"The in-service training officer cannot work independently according to a traditional plan and established schedule as he might in pre-employment training. He must have the constant co-operation of the employee supervisor. In every success story of in-service training, you will find a very close, work-centered relationship between the employee supervisor and the training officer."

To illustrate the integration of training and specific work to be done, Miss Lamb told of the following training problem:

Supervisors in the Notification Section, Casualty Branch, Military Personnel Division of the War Department wished to improve the accuracy and speed of typists writing casualty messages on electromatic typewriters. Need for improvement was especially urgent because of the importance of accuracy in notifying families of casualties and because supervisors and typists in the Notification Section worked against a 48-hour dead line.

The training officer gave a 10-minute type-writing copy test of standard difficulty to eighty-one typists from the Section. Typists who rated below 40 net words a minute and whose daily production rates were consistently low were observed for three 90-minute sessions, during which time the instructor attempted to diagnose the difficulties of each typist.

This period of observation revealed that 65 per cent of the errors made were in typing

Army serial numbers, an indication that the typists needed intensive remedial training in the typing of numerals. Also the instructor came to the conclusion that if typists were given some initial instruction and practice on the electromatic typewriters before starting productive work, errors caused by incorrect work habits might be avoided. Therefore, typists with low production rates and all inductees were given training on electromatic typewriters.

Newly assigned typists were slowed to a practice rate of not more than 25 words a minute on general material until they had become used to the machine and had been given instruction in the use of its various parts. They attended class for an hour and a half a day until the instructor certified them as competent, and the rest of the time they spent on filing duties to which they had been assigned for their induction period. Experienced typists with low production records were given remedial instruction according to their individual needs, which in most cases included drill on numerals and the correct use of the parts of the typewriter.

### **Certified as Competent at 40 wpm**

Trainees were certified by the instructor as competent when they reached the desired minimum typing speed of 40 net words a minute for 10 minutes, with no more than 5 correctible errors. In some cases in which typists did not seem to be adaptable to work on the electromatic typewriters, they were assigned to routine typing jobs without deadlines. The instructor made detailed weekly progress reports on trainees to the supervisor and instructor and supervisors checked the daily production records of the typists who had been given training to make sure that the gains acquired through training were maintained on the job.

The results of the training were so satisfactory that supervisors requested classes for typists who had fairly high production records but who could profit from training.

"The success of this training officer with this project and with many others," Dr. Lamb explained, "is due to several facts: In the first place, she had an ideal background for in-service training. Having previously taught business subjects for several years, she thoroughly understands the principles of teaching and the procedures of skill development. Second, she

was experienced as a supervisor before she was transferred to training, and has an operating point of view of in-service training. Third, and probably most important, she learned the work that was done in the section to which she was assigned as training officer, and in fact, could perform every job in the Notification Section. This combination of skill in instruction and thorough knowledge of the work to be taught is essential but is too often overlooked by training personnel."

Dr. Lamb referred to *U. S. Government Publications of Interest to Business Teachers*, in the October, 1944, issue of the B.E.W. when she was asked about published materials available to teachers interested in in-service office training.

"That's a fairly comprehensive list," she remarked, "but I'd like to add especially the *Better Writing* series issued by the Social Se-

curity Board. Thus far, six numbers of this series have been issued. Single copies of each may be had by writing to Milton Hall, Social Security Board, 1825 H Street, N. W., Washington 25, D. C."

In answer to the question, "Would you be willing to answer inquiries from B.E.W. readers concerning in-service office training in the Federal Government?" she responded, "Well, if there are any questions that I can answer I shall of course be glad to answer them or to refer them to someone who can."

As for her postwar plans, will Dr. Lamb return to college teaching, or to business-office supervision? Or, will she continue her work as a training specialist at the U. S. Civil Service Commission?

Her plans go only to V-E Day and V-J Day. Only after that can real plans be made for the future.

## ATTEND SUMMER SCHOOL IN NEW MEXICO'S PLAYGROUND WONDERLAND

First Term: June 6 to July 13

Second Term: July 14 to Aug. 17

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Offers a cool, dry climate, a scenic Southwest, a rodeo, beautiful mountains for hiking, picnicking, and fishing; and plenty of sunshine. The student will find the modern facilities of the University designed for his pleasure and convenience, and the completely equipped Business Education Department able to give him the kind of work he desires. Reasonable tuition fees, six graduate programs leading to the M.A. degree, and full accreditation make Highlands a school worth considering.

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**Graduate:** Audio-Visual Bus. Ed.;\* Bus. Ed. Curriculum;\* Teaching of Secretarial Subjects; Typing; Administration and Supervision of Bus. Ed.; Seminar. (\*Carries graduate and undergraduate credit).

**Undergraduate:** Beginning, Intermediate, Advanced and Speed Typing; Introduction to Business; Duplicating Machines; Figuring Machines; Social Secretarial Accounting; Beginning and Intermediate Shorthand; Salesmanship; Retailing; Business English. Full quarter complete in eleven weeks. Write for catalogue.



E. DANA GIBSON  
Head of Business  
Education Dept.

## New Mexico Highlands University

Las Vegas, New Mexico

Accredited by the North Central Association of Colleges and Secondary Schools, and by the American Association of Teachers Colleges.



MARSDEN A. SHERMAN  
Visiting Professor  
William & Mary College

# Shorthand Tests

E. DANA GIBSON

Here are two more 1-minute shorthand tests by Dr. E. Dana Gibson, of New Mexico Highlands University. These tests cover Chapters VII and VIII of the *Gregg Shorthand Manual*. Tests on the first six chapters were published in the January B.E.W. More of these tests will appear in a forthcoming issue.—Editor

## ONE-MINUTE TESTS—CHAPTER VII

72 standard words: To me the freedom of audiences in this country to evidence their intentions, to threaten their victims, to be courteous or curt, discerning or dense, is no cause for worry, if sportsmanlike in character. This assortment of surprises comes from the warmth of our northern blood and our cold weather. Neither of these factors serves as a good source of explanation but should merit consideration.

74 standard words: The chairman of the board shared the guard's concern at the sudden attempt to steal the firm's charter. A search gathered together enough evidence to surmise that the source of their worry was the manager of one of the war plants. His length of service, his expert skill on the job, and a guarantee of good conduct by his mother and father led to his being forgiven. Hitherto he had led a very worthy life.

76 standard words: If southern farmers expect to avert a continuous surplus in cotton, they must reverse themselves and use the fertile farm lands to grow corn and some other northern crop. I do not believe even the experts are smart enough to continue growing cotton profitably. The lessening fertility of the land warrants modifying present practices in the southern states and smart farmers will do so at once.

78 standard words: A week or two ago I notified your manager that the furnishings you sold me were not as modern as those promised. The shipment contained the correct number of items but looked like an assortment out of some forgotten period. I hoped this was only a mistake and looked for an early reply but have no evidence of your intentions as yet. Please let me know at an early date your wishes, or I will have to sue.

## ONE-MINUTE TESTS—CHAPTER VIII

80 standard words: The oldest and best products today consist of the finest and most costly contents. Strict tests exist which make exact selection possible, and it is easy to detect any defects. Today, it is all too evident that honesty pays at last, as the cost of many of these tests is well within the modest means of most consumers. Only thoughtless producers substitute compounds for real materials and risk adverse public opinion.

82 standard words: The demand for diamonds is admittedly beyond anything evidenced so far. A vast demand always existed in former admirers who lacked the money. Now larger salaries and dividends have brought this product within their grasp. The adoption of the diamond by this group threatens to exhaust present modest supplies. No substitute will be

accepted. Only the strict and honest enactment of new marketing laws can avert disaster.

84 standard words: The subeditor thoughtlessly demanded that the students turn in an advance copy. Needless to say this was beyond their admitted existing abilities. An earnest protest was made by a selected group of students, but the abrupt manner in which the subeditor confirmed their worst fears. His ultimatum left the students no alternative but to quit. In a week or two, there ought to be such an adverse student demand that the subeditor will be removed.

86 standard words: In reply to your letter of the fifteenth, let me say that I should like to have you extend the credit time on my order. It is out of the question for me to pay at this time. In a week or two I should be able to do so. It is just a question of time. Adverse legal decisions, which we have contested, have overextended our cash resources temporarily. I have requested all customers to pay in advance, and we should soon be on a strictly cash basis.

## The Comma Situation

The comma, as everyone knows, is a small curlicuish, dot and tail, frequently employed altogether helpful but, we begin to feel, somewhat overused, although not, as one might think, impossibly abused, mark of punctuation.

The comma, after all, is common, but that in itself, is not, *per se*, anything against it. Many of the common, everyday, frequent helpers are sturdy, fundamental, weight-bearing stones.

One, however, is, periodically, reminded that some writers, not all, but some, use the comma without restraint. A little comma sense (pardon!) in writing is helpful. Too many commas are like too much salt in chowder—the excess camouflages the true flavor.—*Christian Science Monitor*

THE personal knowledge of the possession of skill in some manipulative activity, even for those who are not planning to go into any of the skilled occupations of industry, carries with it a sense of self-respect and self-confidence, which cannot help but influence many aspects of the individual's life.

No greater evidence of this is needed than the fact that even the most academically inclined person becomes apologetic when he fails in the performance of a task requiring some degree of skill, be it ever so little. To eliminate or minimize the development of skill ignores the very power plant of all human efforts at self-expression, especially when the urge for expression finds its outlet through materials of one sort or another.

—A. M. Chavous, in "Ohio Schools"

# Prognostic or Aptitude Tests For Skill Subjects

## Part 2—STENOGRAPHIC APTITUDE TESTS

MATHILDE HARDAWAY, Editor

This month, Miss Hardaway continues her evaluation of prognostic tests, begun in the March B.E.W. After stating that there has been greatly renewed interest in the problem of measuring special skills during the past four or five years, Miss Hardaway said in her March article: "Determining and using . . . success criteria . . . are undoubtedly the next steps in the work, for how can we hope to predict if we cannot recognize or measure success when it arrives?"

### Hoke Prognostic Test of Stenographic Ability

Elmer R. Hoke, The Gregg Publishing Company, 270 Madison Avenue, New York 16.

This is the oldest test in the field and it has been used more than any other in experimental work.

*Description and Use.* The test consists of seven parts as follows: (1) Motor Reaction (making marks in spaces); (2) Speed of Writing (copying); (3) Quality of Writing (as measured by the Ayres Handwriting Scale); (4) Speed of Reading (comprehension determined by choice of words at intervals throughout the passage); (5) Memory (ability to write in longhand 25-word sentences after they are dictated); (6) Spelling (distinguishing between correct and incorrect spellings); and (7) Symbols (matching letters and numbers). It can be given to a group in 25 to 30 minutes.

"The prognostic test aims to supply the teacher with very definite data helpful in the classification of students, in discovering their weaknesses, and in shaping instruction to solve individual problems. . . . If, as is hoped, each of the seven elements of the test will show some appreciable correlation with success in stenography, then the 'battery' of seven tests, taken as a whole, may perhaps show a sufficient degree of correlation with school success to give it some value as a basis for prediction."

*Norms.* The only data given in the teachers' manual are maximum possible scores, means, and standard deviations for each of the parts and for the total. These are based on 1,509 students in 50 schools.

*Reliability.* None stated.

*Validity.* Research on the predictive value of the

<sup>1</sup>All quotations in the reviews are taken from the teachers' handbooks or related materials accompanying the tests.

Hoke Test was done after its publication; hence the information must be sought from other sources.

Wood found, in 1927, correlations of .46 with advanced shorthand grades, and .36 with elementary shorthand for 100 students. When the criterion was an 800-word theory test, she found a correlation of .56.

From the Hoke-Rollinson Research Study conducted by Clyde I. Blanchard in 1928 among 37 schools in 18 states, involving 1,279 beginning shorthand students, the correlation for 591 cases with the Rollinson Diagnostic Test scores after the study of four chapters of the Manual was .23, and with first semester grades, .24. In a supplementary study the following year, involving 1,509 students in 50 schools, correlations were obtained between the parts of the Prognostic Test and the parts of the Hoke Reading, Writing, and Vocabulary Tests. For 244 students who survived until the end of the year, the co-efficients of correlation were uniformly low. The conclusion reached was that either the Prognostic or the Achievement Test was faulty—possibly both.

The statistician will see that these samples are adequate and representative, but that the range of opportunities for achievement under so many teachers of varying abilities and standards make correlations meaningless when all groups are lumped together. The loss in range of student ability due to drop-outs also causes the co-efficients to underestimate the true relationship.

*Available with Test.* Direction sheet.

### Stenographic Aptitude Test

George K. Bennett. Publisher: The Psychological Corporation, 522 Fifth Avenue, New York, 1939.

*Description and Use.* "This test is designed to predict ability to acquire the skills in shorthand and typewriting." It is composed of two parts: the first requires the writing of intrinsically meaningless symbols from a numbered key and transcribing them back into numbers; the second is a spelling test, which requires the recognition and correction of misspelled words.

"The present form is a second revision of an unpublished test developed in 1934. . . . The results then obtained indicate that this measure is appreciably superior to previous academic grades or intelligence test scores as an index of future achievement in secretarial courses. The first revision, published in 1937, confirmed the earlier findings."

Time required for administering the test is about 25 minutes.

**Norms.** Norms are given in deciles for the two parts of the test separately, for inexperienced students in high schools and for both inexperienced and experienced students in private secretarial schools. Suggestions are included for weighting the parts in making predictions.

**Reliability.** Co-efficients of consistency for the two parts of the test are based on different groups of students and are reported as .975 and .913.

**Validity.** Using an earlier form of the test, correlations were obtained on 507 students who had "unambiguous records of success or failure" in a private secretarial school. For the group with no previous experience, the point biserial  $r$  with the transcription tests score was .275, and with the spelling test score it was .475.

*Available with Test. Manual of Directions.*

### Turse Shorthand Aptitude Test

Paul L. Turse. Publisher: World Book Company, Yonkers-on-Hudson, New York. 1940.

**Description and Use.** On the basis of a thorough-going analysis of the abilities requisite for success in stenographic work, it was concluded that they fall into two categories: "First, those abilities which enable the pupil to write shorthand from dictation; and secondly, those abilities which enable . . . him to reproduce the speaker's words from the shorthand outlines." A finer analysis of the two categories suggested the measures that should be included in a good shorthand prognostic test.

After preliminary experimentation with tests in each of these areas, the following seven tests were finally retained in the battery: (1) Stroking (a test of manual dexterity); (2) Spelling (commonly misspelled words presented in multiple-choice form); (3) Phonetic Association (phonetic spelling to be associated with the correct word); (4) Symbol Transcription (from artificial shorthand forms with a key); (5) Word Discrimination (choice of correct words in context—words that are similar in shorthand systems); (6) Dictation (sentences to be written in longhand *while* being dictated); and (7) Word Sense (greatly abbreviated words to be recognized in context). Time required is 45 to 50 minutes. Net working time is 40 minutes.

"While the Turse Shorthand Aptitude Test has been prepared chiefly for prognostic purposes, it may be given as a diagnostic test to pupils who have already begun the study of shorthand. The tests composing the battery . . . may yield valuable information to teachers regarding deficiencies of failing pupils. Even for successful pupils, unusually high scores in the stroking or dictation test may give some indication of the pupil's potentialities for newspaper, civil service, or court reporting. . . . The test may also be used as a classification test where it is desired to place pupils in homogeneous groups for more effective shorthand instruction. The test may be used for all the above purposes

in connection with any modern system of shorthand, including machine systems."

**Norms.** Percentile ranks corresponding to total raw scores are given, as derived from scores of 780 pupils about to begin the study of shorthand. "The present normative data are not by any means considered final. Data on a much larger number of cases selected from a wider area are being sought."

**Reliability.** Split-half co-efficients on the subtests range from .86 to .95, and the co-efficient on the total score is .98. As these were based on the same cases used in the study of validity, (268 cases who completed second-year shorthand out of 780 originally tested), the obtained co-efficients would tend to underestimate the true reliability because of the restriction of range.

**Validity.** The preliminary form of the test, administered to small groups before the study of shorthand, was validated against the Rollinson Shorthand Achievement Test, the Blackstone Shorthand Achievement Test, and the Durost-Turce Correction-Transcription Tests after one year of study. Correlations with the parts of the Rollinson Test ranged from .55 to .84.

The standardization process was continued by administering the preliminary form to larger numbers and using the results to rearrange items in the sub-tests in order of difficulty. The second edition which resulted was then given to advanced shorthand students and the items tested for discrimination. Items that failed to distinguish among superior, average, and inferior students were eliminated.

Final validation was based on the administration of the shorter (final) form to 780 beginning students in 11 schools. The correlation with a Correction-Transcription Test for the remaining students at the end of one year was .67, and with a similar test at the end of two years of shorthand, .67.

It will be seen that the data presented on this test tell the story of a very complete and thorough standardization process. The statistical interpretations appear to be conservative and entirely sound. It must be remembered that the elimination of the weaker students over a two-year period of study so narrows the range of ability that a co-efficient of correlation based on the surviving group will always be lower than the true relationship existing between the measures of ability and of achievement. The adequacy of the criterion used may be open to some doubt, but the obtained co-efficient is quite high compared with that of the majority of special aptitude tests used in school or in industry.

*Available with Test. Manual of Directions, Key and Directions for Scoring, Class Record.*

*(To be continued)*

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A COURAGE which looks easy and yet is rare; the courage of a teacher repeating day after day the same lessons—the least rewarded of all forms of courage.—Balzac

Five steps make a lively and valuable lesson in checking

# My Trial Balance Doesn't Balance

JACK G. EDELMAN

*Evander Childs High School, Bronx, New York*

WHAT should the teacher do when a pupil comes to bookkeeping class and exclaims with a sense of futility, an air of nonchalance, a burden of bitterness, or a mixture of all three, "My trial balance doesn't balance!" Should the teacher's reaction be equal resignation—"Might as well put it up on the board and give it to them—they'll never get it right, anyway." Or, should it be a show of asperity "Collect the set and stop work on it—start something new!"

Obtaining a correct trial balance is one of the most valuable as well as one of the most stimulating exercises in the entire field of bookkeeping. Here is the opportunity to develop proper work habits of accuracy, thoroughness, legibility, persistence, and order, and to review theoretical bookkeeping work involved in the set, as well as the mechanics of journalizing and posting. What an invaluable pedagogical opportunity to let slip because of a momentary pique!

Finding a correct trial balance may be made the subject matter of a lively, enthusiastic lesson. The procedure to be followed is based on the common method of checking a column of figures in addition, that is, if the column has been added down from top to bottom, it may be checked by adding up from bottom to top.

The lesson should include the following five steps:

1. All students, including those who have the correct trial balance, should begin by re-adding the trial balance and determining the difference between the two columns. If this difference can be recognized as the amount involved in any particular transaction, the pupil is to go over the entry and the postings for that transaction. (This step, unfortunately, rarely locates the error in the trial balance.)

2. The class next compares the trial-balance figures with the pencil balances appearing in each account, at the same time ascertaining if the balance has been correctly placed as a

debit or a credit in the trial balance. If these items are correct, a pencil check is placed beside both the trial-balance figures and the account balances.

3. The next step in this procedure of re-tracing one's course is to re-add the debits and the credits appearing in the accounts, pencil checking the pencil totals, re-subtracting these totals to test the accuracy of the balances, and finally placing a second check mark alongside the balances.

4. The pupil now compares each debit and credit in the ledger account with its original journal entry, always placing pencil check marks to the right of the individual amounts if they are correct.

5. In the final step, the journal entries are compared with the textbook or business papers that gave rise to the entries, again using check marks.

The above procedure has been worked out in a class in advanced bookkeeping. When the class started, I found that about ten pupils in the class of thirty-nine had been able to obtain a correct trial balance at home. In the case of the other students, the following errors were located during the course of the lesson: Account balances had been entered in the wrong debit or credit columns of the trial balance or in the wrong money columns, or had been entirely omitted; ledger accounts had been added or subtracted incorrectly, or postings to them had been omitted or entered improperly.

## Majority Able to Correct Balances

As each step in the checking process was completed, pupils were asked to raise their hands if they found any errors and to describe the mistakes they had found. By the end of the period there were exactly nine pupils who had not been able to correct their work. Twenty had corrected their trial balances. And what electric satisfaction was derived by this score of pupils!

Before the period ended, various short cuts in the checking process were worked out. From pupils who had located errors in addition and subtraction it was developed that a differ-

ence of one in any column of a trial balance usually meant an error in adding or subtracting; a number divisible by nine was probably due to the transposing of figures; while a number divisible by two might be due to placing a debit balance in a credit column of the trial balance, or vice versa.

Pupils who could not get the trial balance during the period just described were asked to go over their work again at home the same night. The next day, as the rest of the class proceeded with statement work, the teacher attempted to help each pupil individually to find any remaining undiscovered errors.

During the balance of the term, whenever the class had to prepare a trial balance, it was required that the above checking procedure

be rigidly carried out by the pupil unless his trial balance proved immediately. As an indication that those who did not get the trial balance had attempted to correct their work, the teacher carefully looked for check marks throughout the set.

This technique of checking, in my opinion, should be carried out as a complete classroom exercise at least once a term in both Bookkeeping 1 and Bookkeeping 2, or until pupils understand the process thoroughly.

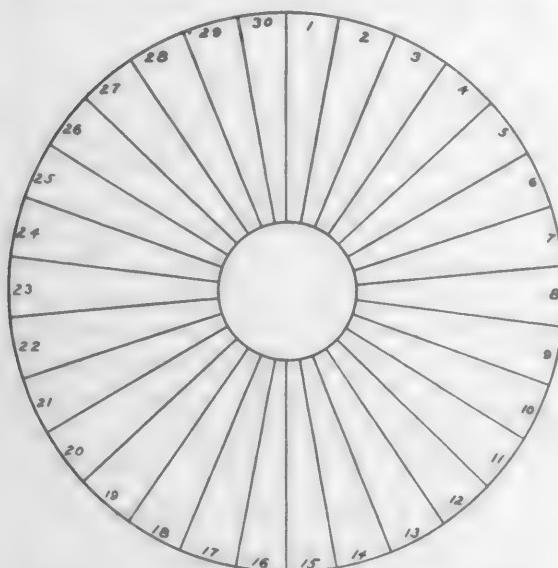
The checking of a trial balance should never be neglected by the teacher for it provides the opportunity to develop proper work habits. Moreover, the thrill of accomplishment a pupil derives when his work checks usually serves as a spur and a stimulant.

## —BEW—

### Do You Know Your Cities?

RALPH S. HARRIS

*Westport High School, Kansas City, Missouri*



Each of the following descriptions refers to an important United States capital or large city. The last letter of the name is the first letter of the one which follows. Draw a large circle like the one shown here, on the blackboard, and have students fill in the names of the cities, beginning with 1.

1. Capital of Georgia near Chattahoochee River.
2. Capital of Maine; has abundant water power.
3. Seat of U. S. Naval Academy; capital of Maryland.

4. Home and burial place of Lincoln; capital of Illinois.
  5. Capital of Delaware.
  6. Manufactures cigars and cigarettes; capital of Virginia.
  7. Capital of Iowa; near vast bituminous coal fields.
  8. Capital of Oregon on Willamette River.
  9. Capital of Vermont; quarries granite.
  10. Has large trade in cotton and tobacco; capital of North Carolina.
  11. Home of large insurance companies; capital of Connecticut.
  12. Capital of Colorado; a "Mile-High City."
  13. In New York on Genesee River.
  14. A Pennsylvania city.
  15. Known for furniture manufacturing on the Grand River in Michigan.
  16. Capital of California.
  17. Capital of Washington.
  18. Capital of New York.
  19. A manufacturing city on Hudson River.
  20. Capital of New Mexico.
  21. Meat packing city on Mississippi, opposite St. Louis.
  22. Capital of Utah.
  23. Ohio's Pittsburgh.
  24. Capital on Cumberland River.
  25. Largest United States city on Mexican border.
  26. Oil city and capital of Oklahoma.
  27. Manufacturing city in Pennsylvania.
  28. Missouri's second city and trade center of Missouri Valley.
  29. Commercial center of Yakima Valley in Washington.
  30. Lake Erie port for iron and coal in Ohio.
- (Key on page 446)*

—♦—  
FROM time immemorial people have supported schools and distrusted their product.

—Henry C. Morrison

# Office Standards

## As Bases for Training

HERBERT A. TONNE  
Principal Training Specialist  
U. S. Civil Service Commission

THERE has been much talk about using the results of job analyses in stenographic training. Actually, however, little use has been made of job analyses as a basis for determining stenographic training content. In many schools, stenographers are trained on the theory that dictators and office supervisors want stenographers who can, with 95 per cent accuracy, type at 60 words a minute, take dictation at 100 words a minute, and transcribe at 30 words a minute. Trainees who are working toward these goals are often told to omit the inside address, to make no carbon copies, and not to "bother too much about margins."

But supervisors—even stenographic-pool supervisors primarily interested in getting a specific number of mailable letters a day from each stenographer—do not think in terms of these learning standards. In the great majority of offices, these standards are not, and cannot be, used. What, then, should be the objective of stenographic training?

Training should be directed toward meeting the needs of actual stenographic jobs. In general, office executives want stenographers who can produce an "adequate" number of mailable letters a day, or a sufficient number of pages of manuscript a week; who will keep office equipment and desks neat and clean; who will treat callers tactfully and courteously; who will willingly and efficiently perform any task to which they are assigned; who are able to use the telephone properly; and so on.

In the paragraph above, the term "adequate" was used advisedly. Usually, an executive does not know how many letters he expects his secretary to produce a day, but he knows, or thinks he knows, in a general way whether she is producing enough. Often his notion is in conflict with that of the secretary. "Adequate," as defined by some executives, means "getting out the letters that are dictated," whether they number five or fifty.

Trainers should set up some standard, such

as the ability to produce three completely mailable letters of about 150 words—each with two carbon copies and an envelope—in an hour. Such a standard should be adjusted upward after the war. Until this standard has been provided, for use both in training and in measuring on-the-job production, stenographers will continue to be measured, not by school standards, but in terms of the standards set by individual supervisors.

### Learning Standards Are Not Job Standards

Basic skills are fundamental. This discussion is not a plea for dropping formal speed-building techniques. As learning devices, they are sound. They have no place, however, in articulating learning and job performance. Instead, students should be taught to become efficient workers at the level of skill actually required by most stenographic jobs. Why train students to take dictation at 100 words a minute, but fail to teach them how to produce usable transcripts? When students have developed the ability to take dictation at the minimum office rate, they should learn not only to read back, but also to transcribe their dictation into completely acceptable letters.

The term "acceptable," or "mailable," is open to wide variation. It does, nevertheless, mean a transcript that makes sense; is clean; well centered; free of strikeovers, spelling errors, incorrect punctuation, and wrong word division; and free of errors that have not been cleanly corrected. Quite as important, after minimum speed has been attained, is training in taking dictation as it is given in the office as well as in the even manner in which it is given for training purposes. Only after the learner can make complete stenographic use of his dictation skill at the minimum level should the teacher strive for advanced dictation speeds.

When trainers neglect to translate general skills into ability to meet job needs, they fail to give complete vocational training. Many girls who can take dictation at 100 words a minute and transcribe at 40 words a minute cannot produce mailable letters. On the other hand, some girls can take dictation as it is given on the job and transcribe acceptable letters, and

yet cannot meet formal learning standards. It is what is needed on the job, not what is demanded in school training, that counts.

Some trainers have found in their follow-up study that there is a 50 per cent loss between classroom achievement and job use. Is this really so, or does it only appear to be so because our training is only partially satisfactory as measured against on-the-job requirements?

Possibly we have been misguided into assuming that high-speed dictation and typing are the only basic requisites for a stenographer. Possibly students are misdirected when trainers accept letters that are 95 per cent accurate, and type-written manuscripts with no more than one error for each 2 minutes of typing.

Stenographers should be trained to take dictation as it is actually given on the job. Evenly timed dictation is not characteristic of office work. Office dictation is often halting, uneven, disorganized, repetitious, and replete with corrections, insertions, and deletions. Evenly timed dictation is most important as a means of learning. Free dictation would be disastrous at the first learning level of skill development. However, when teachers limit themselves to timed dictation and fail to give their students training in taking dictation as it is given in the office, they make job-cripples of their students.

### *Usable Production Is Basic*

One trainer stated that her trainees could transcribe at 40 words a minute dictation given at 60 words a minute. A visit to the class indicated this was true; but—the margins were uneven, there were strikeovers, and the students had not corrected a poorly worded sentence. This type of training is worth very little. The supervisor is not interested in speed if it involves a sacrifice of quality. He wants a letter he can mail. In any case, work is valueless unless quantity of production is accompanied by quality. Yet many teachers exalt speed and almost ignore the quality the businessman most desires.

Students are trained to submit unacceptable copy when teachers accept assignments with "no more than one or two errors" on a page. This practice is desirable during the early levels of learning. As soon as possible, however, the only standard accepted should be the mailable letter. Far more emphasis must be given to office standards of acceptability in the final stages of job training in order to make certain that students will have become thoroughly habituated to office requirements. Even those teachers who limit themselves to accepting "correctable" errors abet the tendency to avoid office standards in favor

of learning standards. Whatever we do in the process of learning, the final standard of readiness must be ability to meet office requirements.

On the job, the stenographer will find that a letter that contains "one or two errors" is not mailable, and the stenographer who submits letters containing "correctable" errors that she has failed to correct will find that she is held responsible for these uncorrected errors. Executives may not be impressed by a stenographer who can produce an extra five or six letters a day, but they are impressed by a stenographer whose letters do not contain errors.

As was pointed out before, emphasis on production standards as a basis for learning should not be construed as belittling the development of ability to take dictation and transcribe at higher speeds. Trainees should usually be taught only those writing techniques by which stenographers can take dictation at the highest speeds required. Although the majority of correspondents give dictation at around 60 to 70 words a minute, some well-trained correspondents do dictate at an average of 100, 120, and even more, words a minute. Standards, moreover, will inevitably become higher when the war is over and when the less-qualified stenographic workers drop out of office employment. It is impossible to tell with an adequate degree of assurance which of a group of beginning stenographers will eventually become secretaries required to take dictation at high speeds. This skill, however, need not be attained in most cases for service in the initial stenographic job.

This presentation is not a plea for low-grade instruction. On the contrary, it is an attempt at making trainers aware that, at all levels of stenographic service, the concomitant skills related to taking dictation and transcribing it are as important as the ability to take dictation. Trainees should be given full instruction in all work they do at the initial levels rather than be over-trained in the key skill. Then, provided the student has mastered a shorthand system capable of maximum speed development, the ability to take dictation at higher speeds can easily be acquired when needed by in-service training.

Our school standards of ability to do office work must be made to conform with on-the-job requirements. When we read that the classical Chinese mandarin was required to write a 20,000 word essay on "How the Moonbeam Dances over the Lake on a Spring Evening" as evidence of his ability to be a good tax collector, we are amused and feel delightfully superior. Yet, by setting up learning standards that are, to a considerable measure, meaningless in terms of actual job requirements, we show a similar lack of realism.

# School News and Personal Items

JAY R. JOHNSON, formerly of the Department of Vocational Education, Des Moines Public Schools, was recently appointed Iowa State Supervisor of Distributive Education.

Mr. Johnson was released from the Army, December 20, after a year of organizing orientation courses and serving as a supervisor of an off-duty education program. He has taught in Nashua, Eagle Grove, and Waterloo, Iowa, high schools, and was co-ordinator for the board of education at Duluth, Minnesota, before entering the Army.

Mr. Johnson was co-president of the Central Commercial Teachers Association in 1938 and is a member of NOMA. He is a graduate of Iowa State Teachers College and holds a master's degree from the University of Denver.



For the past fifteen years, Mr. Tighe has been a member of the National Council of the Boy Scouts of America, and was awarded the Silver Beaver for service to youth in 1935.

WILLIAM ASTON of Kingston, Pennsylvania, was selected president of the Wilkes-Barre (Pennsylvania) Business College recently, succeeding the late VICTOR LEE DODSON. Mr. Aston, who received his master of arts degree from Lafayette College, taught in that college for two years, and in a high school for eight years. He has been in business as a building contractor for twenty years, and is a member of the Rotary Club.

E. C. MCGILL has joined the staff of the Commerce Department of Kansas State Teachers College at Emporia. Until recently the assistant professor of management and finance at Armstrong College, Berkeley, California, Mr. McGill received his M.S. degree from Oklahoma A. & M., and did additional graduate work at Texas A. & M. He is a member of Delta Pi Epsilon and Pi Omega Pi, and is faculty sponsor of Pi Omega Pi at KSTC. Articles by Mr. McGill have appeared frequently in the B.E.W., and he is revising his 1944 book, *Communications Typing*.

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ROSCOE C. HAYNES, principal of Bliss Business College in Auburn, Maine, died at his home on February 3, less than four months after the death of his associate, O. D. Bliss. Mr. Haynes, who had been principal of the College for more than thirty-five years, was sixty-two years old.

Considered one of the four best penmen in the United States, Mr. Haynes attended Lebanon (Ohio) University and Bliss Business College, Columbus, Ohio. He was a Mason and a member of the Modern Woodmen of America. A great sports lover, Mr. Haynes was a regular attendant at boxing matches and horse races, and coached basketball and dramatics at the College.

Surviving are his wife, Mrs. Marjorie Lebroke Haynes; two sisters, Mrs. Josephine Curtis of Sabina, Ohio, and Mrs. J. C. Ball of Pittsburgh; and a brother, George N. Haynes of Wilmington, Ohio.

BENJAMIN C. B. TIGHE, principal of the Fargo (North Dakota) Senior High School, has been elected chairman of the Commission on Secondary Schools, and a member of the executive committee of the North Central Association of Colleges and Secondary Schools.

Mr. Tighe (Ph.M., University of Wisconsin) is treasurer of the National Athletic Scholarship Society of Secondary Schools; past president of the North Dakota Education Association; and past first vice-president of the National Education Association. He was president of the North Dakota High School League for twenty-five years.



E. DANA GIBSON, Editor

PICTURES and filmstrip are two of the cheapest and most useful audio-visual aids there are. Yet, the number of pictures and filmstrips correlated to business education that are on the market is almost nonexistent. This article is devoted to the idea that you, the business teacher, can help remedy this situation at your school and at the same time develop a better appreciation of the criteria for the selection and use of pictures and filmstrips.

The majority of you have the requirements necessary for this undertaking. It is estimated that at least 80 per cent of the adult population consider themselves photography experts. And photography is the means by which a good start toward acquiring the pictorial material needed in your classroom can be made. Why not turn a hobby into a useful habit?

1. Select the area in which you feel a series of pictures will do you the most good.

2. Jot down the names of objects or situations that pictures will help you to explain to your class.

3. Discuss these with other business teachers, or check against texts, articles, or style books to see if you have forgotten teaching situations or objects that pictorial material would help illustrate.

4. Select mainly those items that offer the most contribution to the lesson. Limit your list to those pictures you can obtain easily.

5. Write out the explanation you want to place on the back of each picture. This will induce you to make further changes in the situations selected for "shooting" and help clarify your thinking as to their classroom value.

6. Divide your list of "shots" into two parts. One to contain all indoor pictures; and

the other, outdoor scenes. This is necessary to avoid frequent changing from indoor to outdoor films.

7. Use 35 mm. indoor and outdoor Kodachrome film if possible—color adds interest to your pictures, and 35 mm. is an ideal size to use and a necessity if a filmstrip is to be made later of the pictures taken.

Now divide your indoor and outdoor lists into two groups—one to contain the distant shots and the other the close-ups. On the first group you will have little difficulty in getting the pictures wanted. But close-ups may require the help of the local photographer or considerable experimenting on your part with the camera to get sharp negatives. A portrait, copy lens, or extension tubes, may have to be purchased for close-ups.

The easiest way to take close-ups on the average camera is to sort all "shots" into groups having the same physical dimensions. Then obtain a piece of fine ground glass the same width as your 35 mm. film, edge to edge, and about 1½ inches long. Open the back of your camera and place the ground side next to the lens. Focus on this glass, insert the film, and snap the picture. Slide in the next picture in the same group and repeat the process until all pictures of that size are taken. Repeat this process for each group. This saves a great deal of focusing.

8. Before taking any pictures, study the situation or object to be taken and jot down notes as to the angle you think will be best from which to take it. Also, determine the distance necessary to obtain the picture, the exact setting (where is the object to be placed—if people are involved, what are they to be doing), and the shadow necessary to bring out needed contrast.

9. After the pictures have been developed, retake those not of good composition. Enlarge those that are satisfactory to 8 by 10 inches, a good classroom size.

10. Correlate the pictures selected with definite parts of your lessons. Unless you know exactly where they will best fit into the lesson plan all previous work will have been more or less wasted.

11. To provide safe storage and easy use, set up a filing system for your pictures. This can be a letter file converted into a picture file. The picture should be placed in a folder like that used for letters.

Filmstrips, either silent or sound, have much the same beginnings as do pictures. However, there is one important difference—you must prepare a script.

After you have obtained a series of excellent pictures, which can be presented in a connected, unified manner, you can build a filmstrip. This will consist of putting the pictures in the desired order and photographing them on a roll of film. After you have developed the technique, you may make the filmstrip first and enlarge pictures from its individual shots.

In selecting the pictures for your filmstrip, it is well to remember that too many pictures, or *frames* as they are called, leave inadequate discussion time and tend to confuse the student. Unless you are building a filmstrip to be used as an overview, limit the number of pictures to thirty-five or less.

Arrange these pictures in the order desired. Now copy the pictures selected on a film and have a positive made from the negative, otherwise projection will be poor. This also keeps the negative from being ruined by scratching and fingerprints.

Fasten a print of each picture down the left side of a piece of paper and write the script or explanation you want to accompany the filmstrip on the right side after each picture. Limit the explanation for each picture to as few words as possible—no more than thirty, except in very special cases. If it takes more than this number of words, you probably need an additional picture.

Make the script interesting. Include a review of the main areas under discussion at the end of the script.

If this is a silent filmstrip, a copy of the script (pictures and explanation) should be typed up for reading by the instructor as the filmstrip is being shown.

The silent filmstrip can be turned into a sound filmstrip by recording or transcribing the script on a phonograph record. This can be done at  $33\frac{1}{3}$  or 78 rpm, although few  $33\frac{1}{3}$  cutters or playbacks are available. Most phonograph cutters and playbacks run at 78 rpm.

As the record is being cut, the teacher will have to insert the sound of a bell at the end of the explanation for each picture so that future users will know when to turn to the next picture.

Whether a filmstrip or a series of pictures has been produced, the teacher must prepare a manual of operations by which to use them in the classroom. This manual should consist of instructions as to where the aids can best be used, prediscussion questions and procedures, how to present the material, and follow-up discussion and test questions.

The manual should not be longer than two or three typed pages. The more condensed the teacher can keep it and still include essential data, the better.

### Usable Aid

*The Eight Parts of a Business Letter.* 1 reel, sound, black and white. Walter O. Gutlohn, Inc., New York. Sale price \$24, rental \$1.50.

This film is usable in typewriting and business English classes to show the way in which mail is handled, how business letters differ from social letters, and what the various parts of a business letter are. Most teachers will find that the parts of a business letter described do not fit their conception. But these inaccuracies do not prevent this film from being worth using in the classroom.



"... gotta take an intelligence test! But the agency said you just wanted a stenographer."



**Miss Jeffers and Mr. Cohen illustrate some common typing faults in a skit, "Typing Troubles." Notice the score sheet with the miniature typewriters for musical notes.**

EARLY in September, 1944, I instituted and sponsored an Intra-Agency Typing League to develop typing speed and proficiency through "team" games. Twelve teams, representing the Storage and Issue Agency, Philadelphia Signal Corps Procurement District, Signal Corps Stock Numbering Agency, Philadelphia Field Office of Legal Division, and Signal Corps Regional Labor Office, entered the competition.

This activity is typical of the progressive program carried on by the Civilian Training Section of the ASF at Philadelphia, and typing is only one of the many courses available to the Signal Corps personnel.

The best typists on each floor of the buildings occupied by the agencies were chosen to represent their floor as a team of four. Other typists were able to replace regular team members by faster typing. A regular team reporting to play a game in competition was permitted to bring substitutes. When a substitute typed faster than the team member, a replacement was made. Only the four highest papers from each team were counted.

The score of each team was the total number of net words a minute written by the members in a five-minute game. The team standings were posted on a bulletin

board in the main lobby of M scoreboards, the bulletin games won, games lost, and ave

Enthusiasm and interest of the team standings an became speed and accuracy. The keen that many tie games play permitted to bring a root Th on show and emphasized. The contestants developed not only meant games well u skills on the job.

Each team played elev schedule.

At the conclusion of times held on November 16, to stan awards were made. The ed a was held before an audiopi mained after working hours s hour of typing fun and enter

A typing orchestra, with binations, was featured. And tures were included and crece It was a novel and enter

As Master of Ceremonies for audience participation in I held up an "Applause" gen that amount of fervor wh suc

**The seven-piece typing orchestra plays the Marine Hymn. Florence Balkiewicz, Joyce Kline, Barbara McDevitt, H. C.**



# Show

## GEORGE MURRAINE COHEN

*Civilian Training Section, Storage and Issue Agency, Office of the Chief Signal Officer, Army Service Forces, Philadelphia*

Modeled after a baseball  
nes scheduled, the dates  
averages."

The employees kept track  
n their favorites. They  
The competition was so  
ay-offs. Each floor was  
This put the contestants  
erest, and concentration.  
mic stroking ability that  
l utilization of increased  
games in fulfilling the

, a Typing Show was  
standing typists. Seventy  
d after a radio broadcast,  
people, most of whom re-  
scheduling a complete  
ere distributed.

h rhythmic musical com-  
and other interesting fea-  
received by the audience.

introduction and asked  
"ing" purposes. When  
ence response contained  
successful program. A

Emeralda Casaccio,  
H. Cohen, Emma Straub.

"Silence" sign was also introduced. In the few moments before the program "went on the air," the Master of Ceremonies introduced the officer in charge of the Civilian Personnel Branch of the Storage and Issue Agency, Capt. C. F. Anderson.

Captain Anderson welcomed the audience and guests, among whom were Col. E. V. Elder, commanding officer of the Philadelphia Signal Corps Procurement District; Col. G. W. Wray, commanding officer of the Storage and Issue Agency; Lieut. Col. J. H. LaBrum, officer in charge of the Philadelphia Field Office of the Legal Division; Major H. M. Dillard, executive officer of the Signal Corps Stock Numbering Agency; and representatives of the Civil Service Commission, and other Government agencies.

The Master of Ceremonies then took over and the radio program was on the air!

Music from the typing orchestra was the overture and a background for the statement, "Civilian Training present . . . the Intra-Agency Typing League . . ." The orchestra music consisted of rhythmic combinations in slow, accentuated, and then accelerated time. After an explanation of the origin and purpose of the Typing League, the teams were introduced. Typing certificates of proficiency, signed by the Civilian Training Administrator, were then presented to the members of the League.

Next on the program was a selection by the typing orchestra, a snappy seven-piece combination right "in the groove" with its rhythm, which entertained the audience by playing the Marine Hymn.

In front of each orchestra member's desk was a large musical

Capt. Anderson of the Storage & Issue Agency opens the show with an address.

Col. Elder gives a letter of commendation to a contestant.



score sheet with miniature typewriters in place of music notes. The orchestra was arranged in a manner similar to that of any symphonic group.

Letters of commendation were then presented to those typists who attained speed in excess of 60 words a minute during the Typing League games. The letters were signed and presented by the commanding officers of the various installations to the members of their sections represented. Speeds attained were up to 97 net words a minute for periods of not less than 5 minutes.

The commanding officers expressed their pleasure at the standings and showing made by their personnel, and heartily endorsed the benefits and purpose of the League.

The five highest typists of the League then participated in an individual typing contest. Mrs. Ethel H. McGowan, a member of the Civilian Training Staff, was the judge.

The speeds were 96, 87, 84, 81, and 80 words a minute.

Captain Anderson presented each of the five highest typists with a wallet, decorated by the Signal Corps emblem.

Next followed a skit, "Typing Troubles," in which Miss Gertrude Jeffers, Captain An-



Colonel Wray commends a typist in the Storage and Issue Agency for excellent performance.



Mr. Cohen, as Master of Ceremonies, announces the presentation of awards.

derson's secretary, and the Master of Ceremonies dramatized some of the present-day difficulties encountered by employers of typists.

Then giving a demonstration of common typing faults, with illustrations of the trials and tribulations of a typist on the job, I traced the work from the uneven galloping typing of a novice to the finished, accomplished work of the expert. During the course of this demonstration, I performed at 40, 60, 80, and 120 words a minute.

A high spot of the program came with the theme song of the Intra-Agency Typing League, sung by two members of the typing orchestra.

#### ALL OF THESE DAYS

All of these days, find the Signal Corps busy,  
All of these days, driving enemies dizzy,  
No wasted motion, but full devotion,  
To this great land of ours, the good old U.S.A.  
Speed up production, banish destruction,  
And cherish Democracy.  
So everyone—come on and give,  
For Freedom, Justice, and the right to live.

Harold H. Smith was then introduced to the audience. He complimented the membe

f the Intra-Agency Typing League on their  
ne showing, and expressed his approval and  
endorsement of the entire program.

And the show was over.

Of the seventy contestants who participated  
in the League, thirty-four reached a skill in  
excess of 60 words a minute; sixteen in excess  
of 70 words a minute; five in excess of 80  
words a minute; and two in excess of 90  
words a minute.

The team competition stimulated such interest that participants looked forward to the League as a recreational and morale-building activity, as well as an educational project.

The effect of the program on production efficiency and morale was tremendous. Clerical workers were brought face to face with the importance of their jobs. From the endorsements by the commanding officers of the installations concerned, these workers heard firsthand of the necessity for their skills and their close tie-up with the war at home and abroad.

This contest showed what can be accomplished by emphasizing rhythm, concentration, and the importance of posture. It demonstrated that skills long dormant can be awakened and utilized; that with enthusiasm and conscientiousness, an excellent job will be done and morale will be high in the performance.

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tion for Office Personnel." Committee members included Miss Mary Leary, Canton, (Massachusetts) High School, and Miss Gilda Marques, executive secretary, Harvard College Research Laboratories. Greetings were extended by Miss Murphy and Dr. Percy.

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### Over the Top

WITH a million dollars as their goal in the Sixth War Loan Drive, members of Alpha Iota sold \$1,227,161 worth of bonds during November and December of this year.

In accordance with arrangements made with the Women's Division of the War Finance Department, the name of Alpha Iota will be placed in a B-29 Super Fortress valued at \$600,000, and in a heavy bomber valued at \$250,000. For the remainder of the amount of bonds, the sorority will be credited with the rehabilitation of men wounded in service.

The War Bond campaign was conducted by the Alpha Iota Executive Headquarters in Des Moines, Iowa. Each chapter was given a quota, and sales were reported to the Executive Sorority Headquarters as well as to the Iowa State War Finance Committee. Miss Gladys Johnson, grand secretary-treasurer of Alpha Iota, compiled the reports of the various chapters.

Beta Omicron chapter, Charleston (West Virginia) School of Commerce took first place with sales amounting to \$348,625.

"Alpha Iota may well be proud of the splendid sales record made during the Sixth War Loan Drive," said Miss Elsie M. Fenton of Des Moines, grand president. "During the last four war bond drives, Alpha Iota members have promoted sales. Over a million dollars worth of bonds have been sold by Alpha Iota members in each of the last three drives."

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### The Answer Department for Business

THE biggest and most flourishing "answer department" for business is the Division of Commercial and Economic Information of the Bureau of Foreign and Domestic Commerce of the U. S. Department of Commerce. This division includes the inquiry section, the trade association and all the Bureau's publications.

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THE following former United States Presidents have taught school sometime during their lifetime: John Adams, James Madison, John Quincy Adams, Jackson, Tyler, Fillmore, Pierce, Garfield, Cleveland, McKinley, Taft, Wilson, and Harding.

—Edpress

# Economy in Teaching Shorthand

BEATRICE M. FERRIS

Union High School, Merced, California

FREQUENTLY the complaint is heard that it takes a long time to train a stenographer. It does. Surely there must be some way to train stenographers more quickly and easily.

Some time could be saved by beginning writing early—early, but not at the very beginning of the study, not until the student has learned to read easily. It seems that there is much danger of killing enthusiasm if writing is postponed longer than necessary. Writing done in the classroom under close supervision is much more likely to result in good, legible notes than will several times as much copying of outlines without supervision. For several weeks after the introduction of writing, it is an economy to do reading outside of class and writing in class.

Students trying this plan read ten assignments in Louis A. Leslie's *Gregg Shorthand, Functional Method*, Volume 1, before they started to write. They began writing on Assignment 2, beginning very much as Mr. Leslie suggests. Each day, 15 or 20 minutes were spent in writing. The teacher walked around the room and watched the students write. Whenever he saw some student having difficulty with an outline, he placed that outline on the blackboard and called the attention of the group to it.

No attention, of course, was attracted to anyone who might be having difficulty. Every precaution was taken against having the students become too conscious of penmanship. The students were made to feel that they did not have to get every outline, that they could leave out a few outlines if the dictation became too fast. Books were kept open. The rate was gauged by the accomplishment of the students. Each day a new lesson was used for writing purposes. No writing was assigned to be done outside of class.

Dictation of new matter began two weeks after the students had been writing in class, twenty days after the beginning of the study of shorthand. The material consisted of letters suggested by Mr. Leslie. Then the graded letters from the *Gregg Writer* were used. At first the new letters were given at 20 words

a minute. Immediately after a letter was dictated, it was read back by a student while the teacher wrote the outlines on the board. After the students had checked their outlines, the letter was dictated again. As the students developed ease, the rate was gradually increased.

Besides taking this new matter, the students wrote for 10 minutes or more each day from the material they had studied in the current reading lesson in their texts.

Most of the students with whom this plan was tried were adults. Since they could enter the class at any time, there were always persons working at several different stages during the same class period. This, of course, had a tendency to slow progress. Everyone who stayed in class for four months and who did not yield to the demands from defense industries for typists covered the principles and Lesson 70 in the *Functional Method* books, and wrote 60 words a minute for from 3 to 5 minutes on *Gregg News Letter* material.

Whether the students are adults or high school pupils, the learning time for shorthand can be considerably reduced—in many instances cut in half.

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## The Woman's Foundation Is Organized

THE Woman's Foundation, an organization dedicated to the educational interests of women in America, has been set up to provide widespread practical education to help women meet the war-intensified responsibilities of home and community.

The Foundation will utilize the radio, moving schools, magazines, and surveys in making a study of the problems of American women at home and in the community, and in making the accumulated information available to home makers of every economic bracket.

Executive officers of the Foundation include James M. Wood, president; Dr. Robert G. Sproul, vice-president; John J. Raskob, treasurer, and Wheeler Sammons, secretary. The executive offices are at 10 East 40th Street, New York 17.

# The April Transcription Tests

CLAUDIA GARVEY

## Transcription Test For the Junior Certificate

*Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 20 words each.*

*Letter No. 1: Mr. Robert Brown, 10 Broadway, Newark 3, New Jersey. Letter No. 2: Mr. A. Jackson, 20 Main Street, Linden, New Jersey.*

### (Dictate at 80 Words a Minute)

*Letter No. 1. Dear Sir: Your letter asking our opinion of the real-estate market in general and asking about / the possibility of disposing of your houses has had the attention of two of our men who know your / property well. They say these houses are in very good condition but that they were built a long time ago and / must be classed, in the city at least, as old houses.*

*The demand for this type of house is not quite so good as it (1) was six months or a year ago. A number of sales have been made recently, however, and if you will place the / property in our hands we shall be glad to give it our best attention. Very truly yours,*

*Letter No. 2. Dear Mr. Jackson: / When I talked with you recently about repairs to our row of buildings on Main Street, you said that, as soon as demands / on your time would permit, you would look over the property in question and let us know what needed to be (2) done.*

*This was several weeks ago. We wish to have this work out of the way before the busy season comes along, / and unless you can begin at once we shall have to postpone the undertaking several months at least. Will / you be able to get the repairs under way immediately? Please reply by return mail. Sincerely yours, (240 standard words, including addresses)*

## Transcription Test For the Senior Certificate

*Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 25 words each.*

*Letter No. 1: Mr. James Hamilton, 19 Cedar Street, Rye, New York. Letter No. 2: Gaffney and Jefferson, 5 Spring Street, New York 3, New York. Letter No. 3: Mr. J. Graves, 12 Union Square, New York 2, New York.*

### (Dictate at 100 Words a Minute)

*Letter No. 1. Dear Sir: We are offering for sale an estate of 40 acres in one of the most attractive sections of this state. It is situated / on a hilltop about 4 miles from the station and within 2 miles of a new country club.*

*The Colonial style house is modern / in every detail and is in excellent condition. It was completely redecorated a few months ago. The grounds are nicely / wooded, and the shrubbery surrounding the house adds greatly to its appeal.*

*The number of places of this character is small. In this case, (1) where the price asked is much below actual cost, we do not hesitate to recommend the estate from every point of view.*

*If you are / at all interested, we shall be glad to arrange for an inspection of the place at a time most convenient to you. Sincerely yours, /*

*Letter No. 2. Gentlemen: In answer to your letter of April 7, I am sorry to report that the opportunity to obtain the lot on / Broad Street has passed. Last week, Mr. Jones bought it from the Henry estate; and, although he does not intend to build in the immediate future, (2) he will not accept any offer that you might consider reasonable. He states that he will hold the lot until building conditions*

improve, / when he will open the matter for discussion.

We would suggest that you consider the property on the corner of Division / Avenue and South Street. The location is equally desirable. While \$45,000 is the amount asked, we believe we can / purchase this plot for about \$40,000 on favorable terms.

Please let us have your further instructions. Yours very truly,

*Letter No. 3. Dear (3) Sir: We have a very desirable suite of offices, which can be rented for a term of years at a very attractive figure.*

This / suite is in one of our finest buildings and comprises over 1,900 square feet of floor surface.

We shall be pleased to go / into the matter further if you are interested in moving to more spacious quarters at this time. Yours truly, (400 standard words, including addresses)

### Transcription Test For the Superior Certificate

*Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 30 words each.*

*Letter No. 1: Mr. George Nelson, Time Building, Bridgeport, Connecticut. Letter No. 2: Mr. Frank Connor, 3 Elm Court, Bridgeport, Connecticut. Letter No. 3: Dr. Coe Carlson, 5 West Fifth Street, New York 2, N. Y.*

#### (Dictate at 120 Words a Minute)

*Letter No. 1. Dear Mr. Nelson: My sales department is constantly in touch with buyers interested in the purchase of property of every description. Right now the demand / is for one-family houses in urban communities.*

Undoubtedly, the estates and owners you represent desire to dispose of certain property from time / to time. If you are interested in selling any property at present, I shall be pleased to receive a list with complete details.

If any of my clients are / interested in your listings, I shall be glad to communicate with

you immediately. My private sales department is at your service. Very truly yours, (1)

*Letter No. 2. My dear Mr. Connor: Confident that you will be interested, I am sending you reproductions of a number of advertisements that describe some highly desirable / estate in Green County.*

These opportunities are exceptional, and I am very anxious to have you examine these properties. If you are not / interested, you no doubt have some friends who would be, and I am sure they would consider it a favor if you showed them the enclosed leaflet.

As you probably know, we / have specialized for several years in estates in this vicinity. Should you, therefore, not find any of the properties entirely suitable, I should be glad to (2) submit a list of properties ranging from small, but attractive, country homes to large and elaborate estates.

If you will give me an idea of just what you have / in mind both as to grounds, and size and style of house, I shall be glad to prepare a detailed report on those now available that would meet your specific wishes. Very / truly yours,

*Letter No. 3. Dear Doctor Carlson: In accordance with our agreement, we are enclosing new leases covering the apartment you occupy at 50 Prospect / Avenue.*

Please sign both copies and return them to us, together with your old lease. When you copy of the lease has been properly signed we will return it to you.

Thank you (3) for the co-operation given us. Sincerely yours, (400 standard words, including addresses)

### How to Participate In the Transcription Test Service

1. Names and addresses are to be dictated before the letters themselves are dictated and need not be read at any set speed. To eliminate error in the spelling of unusual names, the names and addresses may be written on the blackboard.

2. Dictate at the indicated speed the letters designated for the grade of certificate your students wish to earn (80 for the Junior; 100 for the Senior; 120 for the Superior).

3. No preliminary reading of notes or help from any source is permitted before timing of transcription starts.

4. The maximum time allowed for the transcription of the Junior test is 24 minutes; for the Senior

test, 27 minutes; for the Superior test, 20 minutes.

5. The above time limit includes all proof-reading and correction of errors and the use of the dictionary, which is permitted during transcription.

6. Each transcript must contain the student's name, complete school address, and teacher's name. The length of time required to transcribe all letters should appear on the first letter only.

7. No carbon or envelopes are required. The shorthand notes are *not* to be sent.

8. An entry form consisting of a typewritten list of participants, indicating both the dictation and transcription speeds, should be submitted with the transcripts.

9. To arrive at the transcription speed, divide the number of minutes required for the transcription into the total word count of the dictated material. For example: a Junior test of 240 words transcribed in 10 minutes gives a transcription speed of 24 words a minute.

10. The fee for examining each pupil's transcripts for each one of the three certificates is 10 cents. Remittance in full must accompany each shipment of transcripts. Ask us about the easy way to send remittances through the use of B.E.W. stamps.

11. Transcripts are judged solely on a *mailable-letter basis*. Errors that make letters unavailable include: misspelling, untidy erasure, uncorrected typographical error, serious deviation in wording, and poor placement.

12. A Certificate of Achievement will be awarded each student whose transcripts meet an acceptable standard. Transcripts not considered eligible for certification will be marked and returned.

Send all transcripts by first-class mail or by express (they cannot be sent by parcel post) to: The B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York.

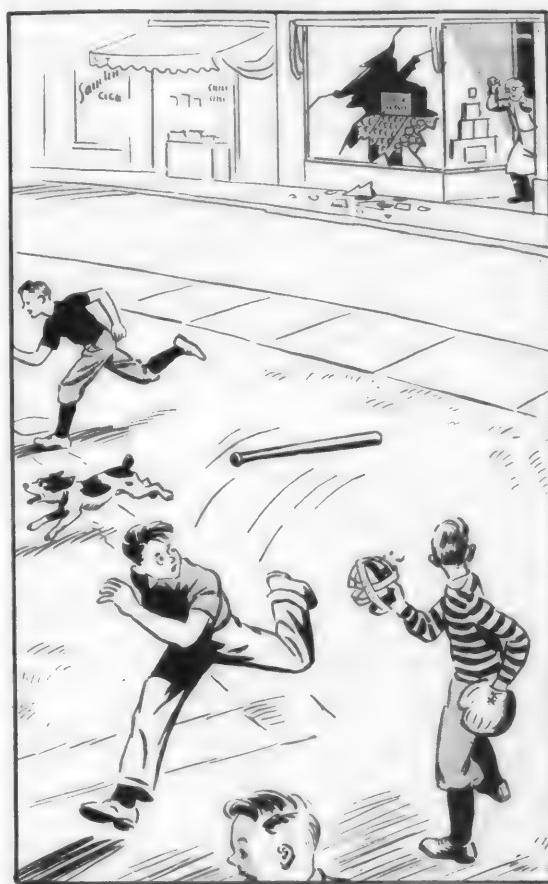
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## Guidance Tests for Public Accountants

THE Committee on Selection of Personnel of the American Institute of Accountants has recently launched a project in the improvement of the selection of personnel for public accountancy.

The Educational Records Bureau of New York City is co-operating in the project. The committee has designated Dr. Ben D. Wood as director of the project, with Dr. Arthur E. Traxler as assistant director. The Strong Vocational Interest Blank for men, published by the Stanford University Press, is being used experimentally, and aptitude and achievement tests are being developed. It is hoped that eventually some of these test materials will be made available to all senior boys who are interested in public accountancy, and that procedures may be set up whereby such boys can obtain expert counseling concerning opportunities in this growing profession.

## What Is the Law?



May minors who accidentally cause property damage be held liable for damage?\*

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## Services of AER

THE Association for Education by Radio is offering to send its members a journal emphasizing all phases of education by radio. The Association also provides an information service for preparing programs; supplies scripts, handbooks, and program bulletins; and sells professional books at a 10 per cent discount.

If your city isn't large enough for an AER chapter, you may send your two-dollar individual membership fee to George Jennings, Room 701, Builders Building, Chicago, Illinois. Membership includes a subscription to the journal.

A committee is being formed by Mrs. Helen Johnston of Cornell University to represent business education activities of AER. A further announcement regarding this committee will appear in a forthcoming issue.

\* Yes. If a minor damages or destroys the property of another, even accidentally, he can be held liable for money damages.—R. Robert Rosenberg

# April Bookkeeping Contest

MILTON BRIGGS

HERE is the eighth in a new series of contests designed to stimulate interest in all bookkeeping classes. Solution of this contest problem will require not more than one or two class periods, and will provide a welcome change from textbook routine. The problem may be assigned for homework, or for extra credit.

An impartial board of examiners in New York City will grade all papers submitted in this contest, and a two-color Certificate of Achievement will be sent to each student who submits a satisfactory paper. The BUSINESS EDUCATION WORLD will distribute cash prizes, as described below, for the best student solutions of this contest problem. All information necessary for participation in the contest is given here.

## *The Bookkeeping Contest Rules*

1. Have your students work the bookkeeping problem that follows these rules. The B.E.W. hereby grants you permission to duplicate the problem for free distribution to your students if you wish them to have individual copies. The problem is so short, however, that it can be dictated or written on the blackboard.

2. Send all solutions by first-class mail or by express (they cannot be sent by parcel post) to the Department of Awards, the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York 16, N. Y.

3. With your papers send a typed list in *duplicate* of the names of the students whose papers are submitted. Place "A" after each name to be awarded a Junior Certificate of Achievement, "B" for a Senior Certificate, and "C" for a Superior Certificate. Certificates must be earned in order.

4. Remit 10 cents for each certificate desired. This fee covers in part the cost of examination, printing, and mailing. The B.E.W. will award an attractive two-color Certificate of Achievement to each student whose solution meets an acceptable standard. Your students will be proud to show their certificates to their parents, friends, and prospective employers.

5. Select the three papers that you consider the best, and place these on top of the papers you send in. These will be considered for the award

of prizes. (Teachers who do not wish to submit papers for certification may enter in the contest, free of charge, the three best solutions from each class.) Not less than five solutions may be submitted for certification.

6. The B.E.W. will award cash prizes as follows: \$3 first prize for the best solution submitted in each division; \$2 second prize; and prizes of 50 cents in War Savings Stamps for other outstanding papers. In case of ties, duplicate prizes will be awarded.

7. Each paper submitted must have these data in the upper right-hand corner: Student's name in full, name of school, address of school, teacher's name.

8. All acceptable papers become the property of the BUSINESS EDUCATION WORLD. Papers not meeting certification standards will be returned with errors indicated.

9. The judges will be Clyde Blanchard, Milton Briggs, and Mrs. Claudia Garvey.

10. CLOSING DATE of the contest is May 18, 1945. Contest papers to be considered for prizes must be postmarked not later than midnight of that date. Papers postmarked later than that date will be accepted for certification only. Prize winners will be announced in a later issue of the B.E.W., and prizes will be mailed as soon as possible after the judges have decided upon the prize winners.

## HOLIDAY MOTEL

Combined Journal—July, 1945

Cash		Date	Account Title or Explanation	Post Ref.	General Ledger	
Debit	Credit	1945			Debit	Credit
		July 1 2	Goodacres Farm Food Purchases			2 85

# HERE IS THE APRIL PROBLEM

## Holiday Motel

Read the following introductory paragraphs to your students:

Holiday Motel is a summer camp that caters to motorists. The Motel consists of a group of thirty cabins with a large central dining room and recreation hall. A splendid golf course, a near-by lake for swimming and boating, and trout streams in the mountains in the back yard all help to make Holiday Motel a happy vacationland.

In this contest problem, assume that you are spending your summer vacation at Holiday Motel. You earn your board and room rent and \$18 a week by serving as desk clerk and bookkeeper.

For journalizing the following transactions that occur during the month of July at Holiday Motel, you have a choice between using either a simple General Journal or a columnar journal like the one illustrated at the bottom of these pages. Other instructions are given at the end of the problem.

Here is a list of the account titles to be used in journalizing: Cash, Supplies, Equipment, Food Sales, Rent Income, Advertising Expense, Light and Power, Accounts Payable, Food Purchases, Transportation on Purchases.

Dictate the following transactions, or have them duplicated or written on the blackboard: July

1. Bought vegetables on account from Goodacres Farm, \$12.95.
2. Returned one crate carrots purchased yesterday from Goodacres Farm and received credit \$2.85. (Credit Food Purchases.)
3. Purchased towels and paper supplies on account from the Superior Paper Company, \$19.75.
4. Paid electricity bill, \$16.04.
5. Receipts for cabins rented totaled \$195.50; receipts from food served totaled \$116.73.

## NEXT MONTH

The ninth and final bookkeeping contest in the current series will appear in the May issue of THE BUSINESS EDUCATION WORLD. The final contest problem, Peaceful Valley Produce Company, calls upon the student to prepare a ten-column work sheet, two financial statements, and to adjust and close entries. Students will have an opportunity to earn three different Certificates of Achievement for their solutions of the May Bookkeeping Contest problem, and there will be cash prizes and War Savings stamps for the best papers.

6. Sent Goodacres Farm a check for \$10.10 in settlement of account.
7. Purchased canned goods from Reliable Stores, Inc., on account, \$84.15. Paid transportation charges \$5.33.
8. Bought six new table lamps on account from the American Furniture Company, \$3.98 each.
12. One of the table lamps bought July 8 was received in damaged condition. Returned it and credit was allowed.
16. Paid for advertising in Contentment Magazine, \$15.25.
20. Sent Reliable Stores, Inc., a check for \$50 in part payment of account.
24. Bought supplies for office use from Browning's Bookstore, \$4.83. Paid cash.
27. Paid \$9.50 for advertising in the Daily Times.
31. Cabin rentals since July 5 total \$837.50; receipts for food served since July 5 total \$511.93.

(To make this problem a suitable length for contest use, many of the transactions that would normally take place have been omitted.)

## Instruction to Students

**ASSIGNMENT A—For a Junior Certificate**  
Make entries in simple General Journal form. Use pen and ink on regular bookkeeping paper or white paper properly ruled, on both sides.

**ASSIGNMENT B—For a Senior Certificate**  
Make entries in a columnar journal like the

## Combined Journal—July, 1945

Accounts Payable		Supplies		Food Purchases		Food Sales		Rent Income
Debit	Credit	Debit		Debit		Credit		Credit
2   85		12   95			12   95			

one illustrated in this problem. Total all columns and double rule underneath totals.

#### ASSIGNMENT C—For a Superior Certificate

Do either Assignment A or B. Then post, and make a trial balance of differences as of July 31. Do not submit your ledger—just the book of original entry and trial balance for Assignment C.

#### Prize Winners in the January Bookkeeping Contest

The following students received cash prizes or War Savings Stamps for their papers submitted in the B.E.W. Bookkeeping Contest for January. Names of teachers are in italics.

##### SUPERIOR DIVISION

**First Prize, \$3:** Eva Bieker, High School, Collyer, Kansas. *Pauline Brungardt.*

**Second Prize, \$2:** Marie Pascuzzi, St. John's Cathedral High School, Fresno, California. *Sister Mary Clarinda.*

##### SENIOR DIVISION

**First Prize, \$3:** June Stace, St. Angela Academy, Montreal, Quebec, Canada. *Sr. Mary Mediatrix, S.S.A.*

**Second Prize, \$2:** Mary Jo Bowman, Senior High School, Bowling Green, Ohio. *V. W. Babb.*

##### JUNIOR DIVISION

**First Prize, \$3:** Regina Andryszak, S. S. Seward Institute, Florida, New York. *Miss Rosalie Hadel.*

**Second Prize, \$2:** Margaret Caughey, Saint Dominic Commercial School, Philadelphia, Pennsylvania. *Sister M. Eusebia.*

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#### Key to "Know Your Cities"

(See page 430)

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- |                  |                    |
|------------------|--------------------|
| 1. Atlanta       | 16. Sacramento     |
| 2. Augusta       | 17. Olympia        |
| 3. Annapolis     | 18. Albany         |
| 4. Springfield   | 19. Yonkers        |
| 5. Dover         | 20. Santa Fe       |
| 6. Richmond      | 21. East St. Louis |
| 7. Des Moines    | 22. Salt Lake City |
| 8. Salem         | 23. Youngstown     |
| 9. Montpelier    | 24. Nashville      |
| 10. Raleigh      | 25. El Paso        |
| 11. Hartford     | 26. Oklahoma City  |
| 12. Denver       | 27. York           |
| 13. Rochester    | 28. Kansas City    |
| 14. Reading      | 29. Yakima         |
| 15. Grand Rapids | 30. Ashtabula      |
- 

SOME 10,000,000 persons will be required in the distributive and service trades to handle the volume of goods and services necessary for full postwar employment—*Edpress.*

#### Unique Company Publishes Libraries for Librarians

If you want to know what has been appearing lately in the public prints about dehydrated foods, foreman training, developments in helicopter transportation, or any one of a thousand other subjects, you should meet the *Industrial Arts Index*.

Published by the H. W. Wilson Company of New York, the I.A.I. lists more than 200 technical and business periodicals. It is owned by nearly every library in the country.

The H. W. Wilson Company is a story in itself, for it is a firm without competition. It produces a number of publications and services, mainly for librarians, including the well-known *Readers' Guide to Periodical Literature*, and the *Cumulative Book Index*.

In 1898, shortly after Mr. Wilson had devised a rough guide while working his way through the University of Michigan in a bookstore, the first all-around book index was put on the market. Within twenty years, the Wilson Company had moved to uptown Manhattan, where it now occupies three buildings, and seventy-six-year-old Mr. Wilson continues to direct his variety of library services and publications.

"In case of fire, save the magazines—let the books burn!" This is the maxim of the Periodicals Clearing House of this company, which has 2,000,000 copies of 6,000 different magazine titles, both back numbers and current editions. This recommendation has been held by librarians for years, as books can usually be replaced, while this is not always true of magazines.

Despite shortages, the Wilson Company claims it still fills 85 per cent of all orders, though before the war it could fill 95 per cent. In greatest demand are technical journals, most often wanted in a complete set, for a set of outstanding technological periodicals, properly indexed, forms a specialized encyclopedia.

Despite the fact it uses three floors for housing old magazines, the Wilson Company decries the popular belief that magazines add value with age. With the exception of a few copies of the *National Geographic*, few, even first editions, are sold for much more than the original price.

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#### POSITION WANTED

MAN, 30, MARRIED, two children, nine years' experience, desires change to better position. Experienced in elementary and advanced Gregg Stenography, elementary and advanced bookkeeping, and allied subjects. Excellent references in school and industry. Box 77, B.E.W.

# An Inventory Test In Business Mathematics

R. ROBERT ROSENBERG

At the beginning of the study of any subject of which the student has some knowledge, it is desirable to take an inventory of what he knows about the subject. This inventory makes it possible to compare progress and achievement, and to determine a student's weak points. To give the teacher a yardstick by which to gauge a student's knowledge and

advancement, and make it possible to group students on the basis of individual ability, the following inventory test is offered.

Answers are shown in parentheses. When the answer is contained within the sentence itself, the teacher should indicate where the answer is to be written by xxx. Thus, the second sentence of Problem 2 will read: "\$xxx was received as change." Problem 4 will read: "693 is contained xxx times in 40,887."

## SECTION 1

1. Complete the following report:

Sales	Dresses	Coats	Shoes	Totals
Monday	\$276.25	\$184.90	\$ 87.95	(\$ 549.10)
Tuesday	198.60	286.35	109.10	( 594.05)
Wednesday	315.45	258.60	112.75	( 686.80)
Thursday	260.85	192.25	97.65	( 550.75)
Friday	333.95	228.80	136.50	( 699.25)
Saturday	519.70	426.75	263.45	( 1,209.90)
Totals	(\$1,904.80)	(\$1,577.65)	(\$807.40)	(\$4,289.85)

2. A \$20 bill was given in payment of three purchases amounting to \$8.76, \$5.98, and \$2.49, respectively. (\$2.77) was received as change.
3. 4,036 times 587 = (2,369,132).
4. 693 is contained (59) times in 40,887.
5. 2,560 posts at \$8.10 per C cost (\$207.36).
6. 3,750 pounds of flour at \$2.75 per cwt. cost (\$103.13).
7. 6,400 feet of lumber at \$38.75 per M cost (\$248).
8. 762 people contributed \$5,067.30 to the community welfare chest. The average contribution was (\$6.65).
9.  $\frac{3}{8}$  of  $\frac{2}{9}$  reduced to a simple fraction equals ( $\frac{1}{12}$ ).
10. The complex fraction— $5\frac{5}{6}$  over  $11\frac{2}{3}$  —is the same as the simple fraction ( $\frac{1}{2}$ ).
11. 19,600 pounds of coal at \$8.85 per ton cost (\$86.73).
12.  $\frac{1}{2}$  plus  $\frac{3}{8}$  plus  $\frac{1}{4}$  plus  $\frac{13}{16}$  = (1  $\frac{15}{16}$ ).
13. The sum of  $37\frac{5}{6}$  plus  $86\frac{4}{5}$  plus  $93\frac{3}{4}$  is (218  $\frac{23}{60}$ ).
14.  $501\frac{11}{12}$  is (108  $\frac{47}{48}$ ) more than 392  $\frac{15}{16}$ .
15.  $32\frac{4}{5}$  times  $25\frac{3}{4}$  equals (844  $\frac{3}{5}$ ).
16.  $220\frac{1}{2}$  divided by  $36\frac{3}{4}$  equals (6).
17.  $46\frac{2}{3}$  is contained (15) times in 700.
18. 76.01 plus .875 plus 4.349 plus 98 plus 356.7 equals (535.934).
19. The sum of .375,  $\frac{1}{16}$ , 75, .625, and  $.31\frac{1}{4}$  = (76.375).
20. .875 minus  $\frac{5}{6}$  equals (1/24).
21.  $354.83\frac{1}{3}$  is (95.77  $\frac{1}{2}$ ) more than 259  $\frac{1}{16}$ .
22. The product of 24.635 times 6.94 is (170.9669).
23.  $8.56\frac{3}{4}$  times  $.31\frac{1}{2}$  equals (2.6987  $\frac{5}{8}$ ).
24. The quotient of  $123\frac{1}{2}$  divided by 4.75 = (26).
25.  $.56\frac{2}{3}$  is contained (36  $\frac{1}{2}$ ) times in 20.68  $\frac{1}{3}$ .
26.  $\frac{1}{12}$  is the same as the decimal (.08  $\frac{1}{3}$ ).
27. 1.25 is equal to (125%).
28.  $.93\frac{3}{4}$  may be changed to its fractional equivalent (15/16).

29. 75% of \$362 = (\$271.50).
30. 37 1/2% of \$86.40 = (\$32.40).
31. (55%) of \$1,760 is \$968.
32. 152 1/2 is (41 2/3%) of 366.
33. 60% of (\$825) = \$495.
34. \$16.25 is 31 1/4% of (\$52).
35. 420 is (25%) increase over 336.
36. 57 is (40%) less than 95.
37. \$9.60 is 125% of (\$7.68).
38. 56 is 16 2/3% more than (48).
39. A 12% discount is received on \$64.50. The amount received is (\$7.74).
40. An 8% commission on a (\$318.50) sale amounts to \$25.48.
41. A square mile contains (640) acres.
42. A (an) (90°) angle is a right angle.
43. Pure gold is (24) carats fine.
44. There are (144) articles in a gross.
45. A ream of paper contains (480) sheets.
46. A long ton weighs (2,240) pounds.
47. The length of a meter is (39.37) inches.
48. The base of a triangle is 3 feet and its altitude is 2 feet. The area is (3 square feet).
49. The square root of 9 is (3).
50. The circumference of a circle having a diameter of 100 inches is (314.16) inches.

## SECTION 2

1. Find the deduction allowed and the amount due on an invoice of merchandise listed at \$86.50, less 20% and 10%. (Deduction allowed—\$24.22; amount due—\$62.28)
2. The net price of an article was \$24.15 after a discount of 25% was deducted. Find the list price. (\$32.20)
3. How much must be paid on an invoice of goods amounting to \$108 less 10%, terms 10/10, 2/30, n/90, if the invoice is dated January 30 and paid February 1? (\$87.48)
4. A profit of 12 1/2% was made on an article that cost \$42.40. Find the selling price if the per cent of profit was based on the cost price. (\$47.70)
5. \$7.50 was gained by selling goods at a profit of 25% of the cost. Find the selling price. (\$37.50)
6. A dealer sold an article that cost him \$16.20 at a profit of 10% of the selling price. Find the marked price of the article to the consumer if he was allowed a trade discount of 20% by the dealer. (\$22.50)

7. A commission merchant purchased on behalf of a customer, 1,200 bushels of wheat at 95 cents a bushel. The freight and storage charges were \$97.75; the commission charges and the guaranty fee, 4%. Find the gross cost of the wheat. (\$1,289.32)
8. Find the interest on \$540 at 6% from October 19, 1945 to February 15, 1946. (\$10.44)
9. Accurate interest was charged on a \$350 loan at 5% from June 29 to August 18. Find the amount due on the loan on August 18. (\$352.40)
10. Find the interest on \$2,500 at 4% for three years, if compounded annually. (\$312.16)
11. A 3-months, \$672 note dated August 30 was discounted at the bank at 5% on September 1. Find the proceeds. (\$663.60)
12. A \$180.60 draft dated April 5 and payable 90 days after sight, was accepted May 1 and discounted May 11 at 6%. Find the discount charge. (\$2.41)
13. How much will be received from a bank for a \$200 draft, dated May 25 and due 3 months after date, if the draft was accepted July 1 and discounted July 2 at 5%? (\$198.50)
14. Find the amount due at maturity by the United States rule on a 2-year 4% interest-bearing note for \$840, dated March 10, 1945, upon which the following payments were indorsed: July 15, 1945, \$200; January 8, 1946, \$200. (\$485.97)
15. On June 1, a refrigerator was purchased



*"Explain all the financial details to my son here—he's the only one in the family with any money sense!"*

for \$225. The terms were: \$25 in cash, balance in monthly installments of \$40 each, with interest at 6%. The interest was to be paid on the balance due at the time each installment was made. Find the total interest cost. (\$3)

16. A lathe that cost \$450 has a scrap value of \$100. If its probable life is 7 years, find the rate of annual depreciation by the straight line method. (11 1/9%)
17. A building was insured for \$8,500 at 4/5% less 10%. Find the annual premium. (\$61.20)
18. A house valued at \$8,000 was insured for \$5,000. How much would be collected under an ordinary fire insurance policy in case of a \$6,500 fire loss? (\$5,000)
19. Property valued at \$12,500 was insured for \$15,000. Fire totally destroyed the property. Find the amount of indemnity paid under a policy containing an 80% average clause. (\$12,500)
20. A man was employed on work covered by the Social Security Act for a period of 12 years with earnings of more than \$200 in each year. If he retired at the end of this period, to how much would his primary monthly benefits amount, if his average monthly wages amounted to \$124? (\$30.69)
21. The primary monthly benefit under the Social Security Act to which a man was entitled when he became 65 years of age was \$56.80. Find the maximum monthly benefit to which he was entitled if his wife also was 65 years of age at this time. (\$85)
22. How many shares of a stock selling at 48 can be purchased for \$9,649.00, if the commission fee is 24 1/2 cents a share? (200)
23. Find the cost of \$15,000 worth of 5% bonds; cost, 76 1/2; commission fee, \$2.50 per \$1,000 par value; if purchased on the interest date. (\$11,512.50)
24. Find the total tax paid by the owner of property assessed at \$8,500 if the tax rate is \$4.75 per \$100. (\$403.75)
25. A man bought \$500 worth of merchandise; terms 10/10, n/90. In order to receive the cash discount, he borrowed at 6% a sum sufficient to pay the cash price of the merchandise. Find the interest cost of the loan. (\$6)

## Washington News

(Continued from page 417)

House Resolution 621 on Naval Affairs, sponsored by Representative Vinson of Kentucky and introduced January 3, 1945, authorizes the increase of Naval Reserve Officer Training Corps candidates from 7,200 to 24,000 for a period extending six months beyond the termination of the war. After that, the number will reduce gradually over a period of from two to two and one-half years until it reaches 14,000. Many young men now in the V-12 program will apparently be transferred about July 1, 1945, to the NROTC. The training received under the transfer will supplement the preparation already made in the V-12 program and is expected to lead to the completion of degree work.

This resolution has passed the House and is pending in the Senate.



### Federal Aid for Education

Congress has recently manifested a varied interest in education, represented by pending bills. At the top of the list are the general Federal aid measures, Senate 181, and House Resolution 1296.

In abeyance for the moment are the proposals looking to the immediate setting up of a system of universal military training. Dates for hearings on this subject had not been announced at the time this statement was in preparation. Predictions on the matter are subject to daily change. Other impending affairs will likely determine when the question will find a place on the calendar.

It is uncertain when the Senate committee will act upon S. 181, nor at the moment is it certain when the President will implement his remarks on Federal aid to education as set forth in his budget message. However, it is not improbable that the Senate committee will take action soon.



### Noteworthy Decision on FM Channels

Last fall, educators requested fifteen Frequency Modulation channels in hearings before the Federal Communication Commission.

Instead of fifteen, they were granted twenty channels by the FCC, according to a report on FM published on January 15.

Delighted officials of the Office of Education radio division said that this allocation would permit establishing about 800 educational radio stations. If properly spaced, these radio stations would blanket every square mile of the United States.

# On the Lookout

ARCHIBALD ALAN BOWLE

**47** In answer to requests for information about portable blackboards for assembly demonstrations, here's the portable and reversible Slato-Plate. Easy to write on and easy to erase. And the Neverip Eraser, also made by Beckley-Cardy, claims for itself quicker, easier, and better erasing. Triple sewed, it is the only eraser with back and sides made of one piece of felt.

**48** The Perma-Bilt Equipment Company announce that they have concluded a contract to produce and distribute Stand-by, formerly known as Solo-Rak, and mentioned in the September issue of this magazine.

**49** In these days of shortages, it is good to learn of a machine for resurfacing blackboards at "less than 3 cents a square foot." It is a contribution of Detroit Surfacing Machine Company. The machine is held flat to the board while the machine removes blackboard glaze (glare) and resurfaces slate to its original dull finish. The work is done in the classroom without the inconvenience of removing slate from the wall. The "Easy" (that's its name), fast, short stroke, straight-line, reciprocating action, floating sanding pad, and universal drive, prevents dust, laps, swirls, or gouging. All insures an ease of operation and highest quality workmanship even by inexperienced hands.

**50** A new stencil drawing kit containing eleven items enclosed in a neat leatherette case

A. A. Bowle

April, 1945

The Business Education World  
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

47, 48, 49, 50, 51, 52, 53, 54, 55, 56

Name .....

Address .....

is just the thing for the stencil-machine operator who wishes to spruce up the duplicated paper that the school publishes. The kit contains a ball point stylus, medium wire loop, dotted line wheel, shading implement, fine hook stylus, wire screen,  $\frac{1}{8}$ " and  $\frac{1}{4}$ " Kabel lettering guides, Technygraph Rainbow Styli Manual, and Lettering Guide Manual. The complete kit sells for \$6.75.

**51** A new Plastic Protective Keyloid cover index guide is now made by Browne-Morse. The manufacturers call it a "must" for modern filing. The guide does not break or peel and gives long service, because the entire tab edge is permanently sealed and reinforced.

**52** For neatly typed headings on filing folders, use the Oxford Rol-labels. "Without opening the box containing the roll of labels, pull out end of labels and feed into typewriters," the instructions read. Two holes in the box on opposite sides are used for rerolling unused labels back into the box. These labels are made in eight shades. We are using at the moment No. R444, solid color, blank,  $3\frac{7}{8}$ " in cherry. Other available colors are white, buff, salmon, blue, green, canary, and manila.

**53** Nice for the teacher's or principal's desk is the new glass Handi-Pen (pen and ink) set by Sengbusch. The glass is indestructible by ink acids, and there is a choice of colors—ivory, black, or crystal glass. The base is made of wood fiber in brown, grained finish. Handsome-looking set.

**54** Master Speed keys for your typewriter are here again, made of nonrubber material. Resiliency is made possible by a spring inside the key cap. The caps are guaranteed for three years.

**55** Now available is the "rebuilt like new" Line-a-Time—all sizes up to 36" wide, announces the Mailers' Service & Equipment Company.

**56** What with chairs wearing holes in the linoleum underfoot at your desk, the Standard Mat, 36" wide and 48" deep; or the Jumbo Executive Mat, 48" wide and 54" deep, will be a boon and a blessing. These Service Chair Mats are  $\frac{1}{4}$  inch thick, have beveled edges and rounded corners, and are sold by your local dealer in brown, green, maroon, or black. They are double-tempered for long wear and resist scuffing and scraping.

## Temple University Reorganizes Business Education Department

MISS FRANCES B. BOWERS, director of the Department of Business Education, Temple University, Philadelphia, announces that the department is being reorganized and that she will relinquish the director's duties in order to devote full time to her methods courses.

DR. J. FRANK DAME, head of the Department of Business Education, Divisions 1-9, Washington, D. C., has been appointed director of the department and will take over his new duties in September.

Under Miss Bowers' able administration, Temple University has become one of the strongest and best-known centers for business education training in the east.

Dr. Dame received both his master's and his doctor's degrees from Temple University. He has written extensively in the field of business education and is a member of Phi Delta Kappa and several professional associations. He is particularly interested in developing an effective guidance program.

Dr. Dame organized and has been director of the graduate program of business education at Temple University and plans to enlarge this program during the coming year.

J. FRANK DAME



FRANCES B. BOWERS



J. FRANK DAME

## Chicago University Appointment

GARFIELD V. COX, professor of finance, has been appointed dean of the Chicago University School of Business, it has been announced by ROBERT M. HUTCHINS, University president. A native of Fairmount, Indiana, and a member of the University faculty since 1920, Dean Cox succeeds DR. WILLIAM SPENCER.

Dr. Cox has been acting dean of the school since October, 1942, when Dr. Spencer became regional director of the War Manpower Commission. Dr. Spencer is on leave in government service, holding the new Hobart W. Williams distinguished service professorship.

## Off the Press

### Business Education Index—1944

Delta Pi Epsilon, business education's honor graduate fraternity, announces the publication of its fifth annual index of writings in the field of business education.

This service project was initiated with the publication of the 1940 Index. In 1943, in addition to the annual index, the fraternity also issued a 64-page *Bibliography of Research Studies in Business Education* for the period, 1920-1940.

These valuable references are being published by the BUSINESS EDUCATION WORLD and may be obtained from it at the prices quoted below. Every business educator will find a complete set of these publications a most desirable addition to his professional library.

The 1944 Index was compiled and edited by DR. M. HERBERT FREEMAN and EDITH TUCHMAN of Alpha Chapter, New York University. Business education articles are indexed both by author and subject and were selected not only from business education periodicals but also from general education magazines and yearbooks.

#### Fill out and mail

THE BUSINESS EDUCATION WORLD  
270 Madison Avenue  
New York 16, New York

Please send me the following Delta Pi Epsilon publications:

- Business Education Index — 1944 @ \$1.25
- Business Education Index — 1943 @ .75
- Business Education Index — 1942 @ .75
- Business Education Index — 1941 @ .75
- Business Education Index — 1940 @ .75
- Bibliography of Research Studies in Business Education, 1920-1940 — @ 1.00

Amount enclosed \$..... Bill me

Name .....

Address .....

City ..... Zone .....

State .....

## Up the Ladder via the Secretarial Route

THE SECOND BROCHURE of a series that is being published by the National Council of Business Schools for the use of schools in their guidance program came off the press recently. Its title is *Secretaryship as a Career Field* and it was written by E. G. Purvis, executive vice-president, Strayer College, Washington, D. C. Public school guidance instructors and administrators may obtain copies from the National Council of Business Schools, 839 Seventeenth Street, N. W., Washington 6, D. C.

Mr. Purvis identifies a secretaryship as distinguished from a stenographic position by these five points:

1. A closer personal contact with the employer and a knowledge of the business secrets.
2. A decrease in the time spent typewriting or performing stenographic duties.
3. An increased reliance upon personal initiative, judgment, and knowledge of business.
4. The ability to direct and supervise clerical workers.
5. The taking of responsibility for carrying out the most important details and assuming many minor administrative duties.

Among the hundreds of nationally known persons who came to the top of the ladder of success via the secretarial route, the brochure lists the following:

### 1. Business Men and Women—

- W. T. Keller, president of the Chrysler Corporation.  
J. H. Butler, general manager of the Railway Express Agency.  
John J. Raskob, former chairman of the board of General Motors.  
George A. Eastwood, third secretary to head of Armour and Company.  
Charles E. Wilson, president of General Electric.  
Olga Heinrichs, president of a \$2,000,000 varnish company.  
Edith J. Alden, secretary and assistant treasurer of C. B. and Q. Railroad.  
Mary E. Dillon, president of the Brooklyn Gas Company.  
Sarah M. Sheridan, vice-president of the Detroit Edison Company.  
Marjorie S. White, general manager of Indiana Film Transit Company.

### 2. Statesmen—

- Woodrow Wilson, former President of the United States.  
Herbert Hoover, former President of the United States.  
Fulgencio Batista, President of Cuba.  
Charles Evans Hughes, former Chief Justice of United States Supreme Court.

K. M. Landis, former Federal Judge, former "Czar of Baseball."

A. Harry Moore, former United States Senator from New Jersey.  
Fiorello LaGuardia, mayor of New York City.

### 3. Civil Servants and Government Executives—

- Wm. H. McReynolds, administrative assistant to the President.  
Mary M. O'Reilly, former assistant director of the United States Mint.  
W. Norman Thompson, administrative assistant to the Secretary of the Treasury.  
Lawson A. Moyer, executive director of United States Civil Service Commission.  
Mary Mathis, associate chief, Examining Division, United States Civil Service Commission.

### 4. Editors, Writers, Radio Commentators—

- W. Morgan Shuster, president of D. Appleton-Century Publishing Company.  
Edward Bok, formerly editor of the *Ladies Home Journal*.  
Cecilia G. Wyckoff, editor and publisher of the *Journal of Wall Street*.  
Corinne Johnson, associate editor of the *Reader's Digest*.  
Hazel Flynn, director of publicity for Radio City Music Hall.  
Irvin S. Cobb, humorist, short story writer, lecturer, and raconteur.  
Norman Hapgood, short story writer and journalist.  
H. V. Kaltenborn, radio commentator.  
Dorothy Thompson, columnist and radio commentator.

### 5. Movie Stars—

- Kay Francis, 20th Century Fox.  
Claire Trevor, United Artists.  
Ann Harding, Columbia Pictures.

Mr. Purvis gives some interesting statistics regarding the employment trend in the stenographic field and concludes that the future for secretaries in the decade immediately ahead appears to be exceptionally bright. The actual figures representing the employment of stenographers and secretaries for the past thirty years as reported by the United States Census show an average annual increase of 24,643 new positions.

Here are the figures from the census report.

Year	Number Employed
1910	316,693
1920	612,154
1930	811,190
1940	1,056,886

Mr. Purvis estimates that the turnover in positions is complete about every five years. This creates approximately 200,000 vacancies each year based on 1940 figures.



# The B. E. W. Summer School Directory

(A Supplement to this Directory will be published in May.)

## ALABAMA

STATE TEACHERS COLLEGE, Livingston. Two terms: June 4-July 11; July 12-August 17. Dr. W. W. Hill, President.

## ARIZONA

ARIZONA STATE TEACHERS COLLEGE, Flagstaff. Dates: July 2-August 24. Tom O. Bellwood, President; Ralph Pryor, Department Head.

ARIZONA STATE TEACHERS COLLEGE, Tempe. Two terms: May 28-June 30; July 2-August 4. J. O. Grimes, Director; E. A. Swanson, Department Head.

## ARKANSAS

ARKANSAS POLYTECHNIC COLLEGE, Russellville. Two terms: June 19-July 21; July 25-August 25. G. R. Turrentine, Director.

ARKANSAS STATE COLLEGE, Jonesboro. Two terms: May 26-June 30; July 3-August 9. Dr. D. F. Showalter, Director; Mrs. Vera Spears, Department Head.

HENDERSON STATE TEACHERS COLLEGE, Arkadelphia. Two terms: June 4-July 7; July 9-August 11. Dr. S. C. E. Powers, Director; Elaine Conlee, Department Head.

STATE A. & M. COLLEGE, Magnolia. Two terms: May 28-June 30; July 2-August 4. E. E. Graham, Director; Florice Lyday, Department Head.

## CALIFORNIA

ARMSTRONG COLLEGE, Berkeley. July 2-August 11. J. Evan Armstrong, President.

FRESNO STATE COLLEGE, Fresno. June 18-July 27. Mitchell P. Briggs, Director; Mrs. Lilah Bradford, Department Head.

SAN JOSE STATE COLLEGE, San Jose. July 2-August 10. Dr. T. W. MacQuarrie, President; Dr. E. A. Atkinson, Department Head.

UNIVERSITY OF CALIFORNIA, Berkeley. July 2-August 10. Dr. J. Harold Williams, Director; Mrs. Esta Ross Stuart, Department Head.

UNIVERSITY OF CALIFORNIA AT LOS ANGELES, Los Angeles. July 2-August 10. Dr. J. Harold Williams, Director.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles. Two terms: July 2-August 10; August 13-31. Dean Lester B. Rogers, Director; Dr. Earl G. Blackstone, Department Head.

## COLORADO

COLORADO STATE COLLEGE OF EDUCATION, Greeley. Two terms: June 18-August 10; July 2-August 10. Dr. G. W. Frasier, President; Dr. A. O. Colvin, Department Head.

UNIVERSITY OF DENVER, Denver. Two terms: June 18-July 20; July 23-August 24. Dr. Cecil Puckett, Director and Department Head.

WESTERN STATE COLLEGE OF COLORADO, Gunnison. Three terms: June 11-June 22; June 25-August 3; August 6-August 17. C. C. Casey, President; T. K. Wilson, Department Head.

## CONNECTICUT

TEACHERS COLLEGE OF CONNECTICUT, New Britain. Two terms: June 25-July 28; August 27-31. Dr. H. D. Welte, President; Harold M. Perry, Department Head.

UNIVERSITY OF CONNECTICUT, Storrs. Two terms: June 25-August 3; August 6-September 14. Dr. A. L. Knoblauch, Director; F. H. Ash, Department Head.

## DISTRICT OF COLUMBIA

THE CATHOLIC UNIVERSITY OF AMERICA, Washington. June 29-August 11. Dr. Roy J. Deferrari, Director; Dr. Paul J. FitzPatrick, Department Head.

## FLORIDA

FLORIDA SOUTHERN COLLEGE, Lakeland. Two terms: June 4-July 7; July 7-August 11. J. C. Peel, Director; W. O. Ropp, Department Head.

## GEORGIA

SOUTH GEORGIA COLLEGE, Douglas. Two terms: June 6-July 13; July 16-August 24. J. M. Thrash, President; Elizabeth Bostick, Department Head.

UNIVERSITY OF GEORGIA, Athens. Two terms: June 13-July 18; July 19-August 25. J. Ralph Thaxton, Registrar.

## IDAHO

UNIVERSITY OF IDAHO, Moscow. Two terms: June 11-July 20; July 23-August 10. J. Frederick Weltzin, Director; Dean Ralph Farmer, Department Head.

## ILLINOIS

DE PAUL UNIVERSITY, Chicago. June 25-August 3. Rev. M. J. O'Connell, President; Loretto R. Hoyt, Department Head.

EASTERN ILLINOIS STATE TEACHERS COLLEGE, Charleston. June 11-August 3. Dean Hobart F. Heller, Director.

**Gregg College**, Chicago. July 2-August 10. Paul M. Pair, Principal; W. W. Lewis, Department Head.

**Illinois State Normal University**, Normal. Two terms: June 9-June 29; July 2-August 24. Dr. R. W. Fairchild, President; Arthur Williams, Department Head.

**Northwestern University**, Evanston. Three terms: June 23-August 4; June 23-August 25; August 4-August 25. Dr. Herbert E. Dougall, Director; Dr. Albert C. Fries, Department Head.

**Southern Illinois State Normal University**, Carbondale. Two terms: June 1-July 28; August 1-August 28. Dr. Chester F. Lay, President; T. L. Bryant, Department Head.

**The University of Chicago**, Chicago. June 26-August 4. Carl F. Huth, Director; Dr. Harald G. Shields, Department Head.

**Western Illinois State Teachers College**, Macomb. Two terms: June 11-July 20; July 20-August 24. Dr. F. A. Beu, President; Dr. Clyde Beighey, Department Head.

### INDIANA

**Ball State Teachers College**, Muncie. Two terms: June 11-July 13; July 16-August 17. W. E. Waggoner, Acting President; Dr. M. E. Studebaker, Department Head.

**Butler University**, Indianapolis. Two terms: June 18-August 9; August 11-August 31. George F. Leonard, Director.

**Indiana State Teachers College**, Terre Haute. Two terms: May 21-June 22; July 2-August 3. Dr. J. E. Grinnell, Director; V. E. Breidenbaugh, Department Head.

**Manchester College**, North Manchester. Two terms: May 28-June 29; July 2-August 3. Dean Carl W. Holl, Director; Wilbur J. Abell, Department Head.

### IOWA

**Iowa State Teachers College**, Cedar Falls. Two terms: June 4-August 24; June 25-August 3. Dr. M. J. Nelson, Director; Dr. Lloyd V. Douglas, Department Head.

**Morningside College**, Sioux City. Two terms: June 7-July 18; July 18-August 30. William J. Scarborough, Director; Stella D. Yates, Department Head.

**St. Ambrose College**, Davenport. June 18-July 22. Rev. Robert J. Welch, Registrar.

**State University of Iowa**, Iowa City. June 13-August 9. E. P. Peterson, Director; C. A. Phillips, Dean of College of Commerce.

### KANSAS

**Fort Hays Kansas State College**, Hays. June 4-August 3. Dean E. R. McCartney, Director; Dr. Leonard W. Thompson, Department Head.

**Kansas State College**, Manhattan. Two terms: May 30-July 24; July 25-September 15. Russell I. Thackrey, Director.

**Kansas State Teachers College**, Emporia. June 4-July 27. James F. Price, President; Dr. Victor C. Hiett, Department Head.

**Kansas State Teachers College**, Pittsburg. Two

terms: June 4-August 3; August 4-August 3. Rees H. Hughes, President; Dr. W. S. Lyer, Department Head.

**Southwestern College**, Winfield. May 28-July 2. W. J. Poundstone, Director; R. A. Klages, Department Head.

**University of Kansas**, Lawrence. June 27-August 18. Dean J. Twente, Director; Loda Newcom, Department Head.

### KENTUCKY

**Eastern Kentucky State Teachers College**, Richmond. Two terms: June 6-July 14; July 14-August 22. Dr. W. J. Moore, Director and Department Head.

**Morehead State Teachers College**, Morehead. Two terms: June 6-July 14; July 16-August 21. Dean Warren J. Lappin, Director.

**Murray State Teachers College**, Murray. Two terms: June 4-July 11; July 12-August 18. James H. Richmond, President; Fred M. Gingles, Department Head.

**University of Kentucky**, Lexington. Two terms: June 11-July 18; July 19-August 25. Dean L. M. Chamberlin, Director; Dr. A. J. Lawrence, Department Head.

### LOUISIANA

**Louisiana Polytechnic Institute**, Ruston. June 2-August 29. Dr. Claybrook Cottingham, President.

**Louisiana State University**, University. June 1-August 11. Dr. E. B. Robert, Director; Dr. Howard M. Norton, Department Head.

**Northwestern State College of Louisiana**, Natchitoches. Two terms: June 4-July 13; July 16-August 24. A. A. Fredericks, President; N. B. Morrison, Department Head.

**Southeastern Louisiana College**, Hammond. Two terms: May 28-July 7; July 9-August 11. Dr. G. W. Bond, Director; R. Norval Garrel, Department Head.

**Southwestern Louisiana Institute**, Lafayette. July 5-August 31. Maxim D. Doucet, Director.

### MARYLAND

**University of Maryland**, College Park. July 9-August 17. Dr. Arnold E. Joyal, Director.

### MASSACHUSETTS

**Boston University**, Boston. Two terms: May 21-June 30; July 2-August 11, Professor Atlee L. Percy, Director.

### MICHIGAN

**Central Michigan College of Education**, Mount Pleasant. Two terms: May 28-June 23; July 1-August 10. Dr. Judson H. Foust, Director; F. L. Robinson, Department Head.

**University of Michigan**, Ann Arbor. July 1-August 24. Dean L. A. Hopkins, Director; Dr. J. M. Trytten, Department Head.

### MINNESOTA

**State Teachers College**, St. Cloud. June 11-July

20; Dr. H. A. Clugston, Director; L. W. Anderson, Department Head.

#### MISSISSIPPI

DELTA STATE TEACHERS COLLEGE, Cleveland. Two terms: June 6-July 12; July 12-August 17. Dean W. H. Zeigle, Director.

MISSISSIPPI SOUTHERN COLLEGE, Hattiesburg. Two terms: June 11-July 14; July 16-August 10. W. B. Harlan, Director and Department Head.

UNIVERSITY OF MISSISSIPPI, University. Two terms: June 4-July 13; June 4-July 26. Dr. W. Alton Bryant, Director.

#### MISSOURI

CENTRAL MISSOURI STATE TEACHERS COLLEGE, Warrensburg. Two terms: May 22-June 23; July 2-August 24. George W. Diemer, President; Dr. Clay J. Anderson, Department Head.

NORTHEAST STATE TEACHERS COLLEGE, Kirksville. May 28-August 17. Walter H. Ryle, President; Ruth L. Roberts, Department Head.

SOUTHWEST MISSOURI STATE TEACHERS COLLEGE, Springfield. May 29-August 1. Dr. Roy Ellis, President; Dr. W. V. Cheek, Department Head.

UNIVERSITY OF MISSOURI, Columbia. Two terms: June 11-August 3; June 11-August 31. Dr. Theo. W. H. Irion, Director; Merea Williams, Department Head.

#### MONTANA

UNIVERSITY OF MONTANA, Missoula. Two terms: June 11-July 20; June 11-August 17. Dean Walter Anderson, Director; Mrs. Brenda F. Wilson, Department Head.

#### NEBRASKA

STATE TEACHERS COLLEGE, Kearney. June 4-August 3. Herbert L. Cushing, President; Otto C. Olsen, Department Head.

UNIVERSITY OF NEBRASKA, Lincoln. Two terms: May 28-July 7; May 28-July 27. Dean R. D. Moritz, Director; Luvicy M. Hill, Department Head.

#### NEVADA

UNIVERSITY OF NEVADA, Reno. Two terms: June 4-July 13; July 16-August 24. Harold N. Brown, Director; Mildred Klaus, Department Head.

#### NEW HAMPSHIRE

UNIVERSITY OF NEW HAMPSHIRE, Durham. July 2-August 10. A. Monroe Stowe, Director.

#### NEW JERSEY

RIDER COLLEGE, Trenton. Two terms: May 28-August 17; June 12-August 17. J. Goodner Gill, Director; Dr. T. Howard Winters, Department Head.

STATE TEACHERS COLLEGE, Montclair. Two terms: May 28-July 6; July 9-August 17. Dr. Harry A. Sprague, Director; Dr. Francis R. Geigle, Department Head.

#### NEW MEXICO

NEW MEXICO HIGHLANDS UNIVERSITY, Las Vegas. Two terms: June 4-July 13; July 14-August 17. Dean Lester B. Sands, Director; Dr. E. Dana Gibson, Department Head.

NEW MEXICO STATE TEACHERS COLLEGE, Silver City. June 4-July 27. Dr. H. W. James, President; Elmer C. Humphrey, Department Head.

#### NEW YORK

COLUMBIA UNIVERSITY (TEACHERS COLLEGE), New York. July 2-August 10. Dr. Harry Morgan Ayres, Director; Dr. Hamden L. Forkner, Department Head.

NEW YORK UNIVERSITY, SCHOOL OF EDUCATION, New York. Three terms: June 5-June 29; July 3-July 20; July 23-August 10. Ralph E. Pickett, Director; Dr. Paul S. Lomax, Department Head.

SYRACUSE UNIVERSITY, Syracuse. July 2-August 11. Keith J. Kennedy, Director; O. Richard Wessels, Department Head.

THE UNIVERSITY OF BUFFALO, Buffalo. Three terms: May 28-June 30; July 2-August 11; August 13-September 22. L. O. Cummings, Director.

#### NORTH CAROLINA

CATAWBA COLLEGE, Salisbury. Two terms: Beginning June 4 and July 16. Florence Wehr, Department Head.

ELON COLLEGE, Elon College. Two terms: Beginning June 4 and July 16. Dr. L. E. Smith, President; Violet Hoffman, Department Head.

WESTERN CAROLINA TEACHERS COLLEGE, Cullowhee. June 11-July 22. W. E. Bird, Director; Dr. W. A. Ashbrook, Department Head.

WOMAN'S COLLEGE, UNIVERSITY OF NORTH CAROLINA, Greensboro. June 7-July 20. Dr. W. C. Jackson, Director; Vance Littlejohn, Acting Department Head.

#### NORTH DAKOTA

STATE NORMAL AND INDUSTRIAL SCHOOL, Ellendale. June 4-July 27. J. C. McMillan, President; O. A. Banks, Department Head.

STATE TEACHERS COLLEGE, Dickinson. June 4-July 27. Charles E. Scott, President; L. G. Pulver, Department Head.

UNIVERSITY OF NORTH DAKOTA, University. June 11-August 3. Dean J. V. Breitwieser, Director; Alice G. Richardson, Department Head.

#### OHIO

BALDWIN WALLACE COLLEGE, Berea. Two terms: May 7-June 30; July 9-August 31; Dean Myron F. Wicke, Director; Erwin B. Cochran, Department Head.

BOWLING GREEN STATE UNIVERSITY, Bowling Green. June 23-August 17. Dr. Clyde Hissong, Director; E. G. Knepper, Department Head.

CAPITAL UNIVERSITY, Columbus. Two terms: June 4-July 13; July 16-August 24. Wm. L. Young, Director; Harm Harms, Department Head.

MIAMI UNIVERSITY, Oxford. Two terms: June 11-July 20; July 23-August 31. Dr. Ernest J. Ashbaugh, Director.

**MUSKINGUM COLLEGE**, New Concord. Two terms: June 4-July 18; August 19-August 31. J. G. Lowery, Director; Mabel White, Department Head.

**OHIO STATE UNIVERSITY**, Columbus. Two terms: June 19-July 25; July 26-August 31. D. H. Eikenberry, Department Head.

**OHIO UNIVERSITY**, Athens. Two terms: June 11-August 4; August 6-August 25. Dr. W. S. Gamertsfelder, President; Doris Sponseller, Department Head.

**UNIVERSITY OF CINCINNATI**, Cincinnati. Two terms: June 25-July 31; July 31-September 1. L. A. Pechestein, Director; Ray G. Price, Department Head.

**WILMINGTON COLLEGE**, Wilmington. Two terms: June 11-July 13; July 16-August 17. Dr. O. F. Boyd, Director; Evalyn Hibner, Department Head.

### OKLAHOMA

**CENTRAL STATE COLLEGE**, Edmond. Two terms: May 28-July 27; July 28-August 17. Roscoe R. Robinson, President; Earl Clevenger, Department Head.

**NORTHEASTERN TEACHERS COLLEGE**, Tahlequah. May 28-July 26. John S. Vaughan, President; Joe L. Searce, Department Head.

**OKLAHOMA A. & M. COLLEGE**, Stillwater. Two terms: June 4-July 28; July 30-August 25. Dr. N. Conger, Director; Dean Raymond Thomas, Department Head.

**SOUTHEASTERN TEACHERS COLLEGE**, Durant. Two terms: May 21-July 20; July 23-August 11. R. L. McPheron, Director; Mrs. Flavia Swearengin, Department Head.

**SOUTHWESTERN INSTITUTE OF TECHNOLOGY**, Weatherford. Two terms: May 28-July 27; July 30-August 17. Dean A. M. Keith, Director; A. C. Guffy, Department Head.

**UNIVERSITY OF OKLAHOMA**, Norman. Two terms: June 1-July 31; August 1-August 25. V. E. Monnett, Director.

### OREGON

**OREGON STATE COLLEGE**, Corvallis. Two terms: June 18-July 27; July 28-August 31. Dean M. Ellwood Smith, Director; Dr. Theo. Yerian, Assoc. Prof. Bertha W. Stutz, Department Heads.

### PENNSYLVANIA

**DUQUESNE UNIVERSITY**, Pittsburgh. July 2-August 10. George A. Harcar, Director; Wilverda Hodel, Department Head.

**STATE TEACHERS COLLEGE**, Bloomsburg. Two terms: Beginning June 4 and July 2. Harvey A. Andruss, President; William C. Forney, Department Head.

**ELIZABETHTOWN COLLEGE**, Elizabethtown. Three terms: May 28-June 16; June 18-July 21; July 23-August 11. Dr. H. G. Bucher, Professor I. S. Franck, Mrs. I. F. Breitigan, Directors.

**GENEVA COLLEGE**, Beaver Falls. Three terms: June 11-July 10; July 11-August 10; August 13-August 31. Dr. J. C. Twinem, Director; Dr. Robert Haley, Department Head.

**MERCYHURST COLLEGE**, Erie. June 25-August 3.

Mother M. Borgia, Director; Sister Mary Esther, Department Head.

**STATE TEACHERS COLLEGE**, Indiana. Two terms: June 4-June 22; June 25-August 3. Ralph E. Heiges, Director; G. G. Hill, Department Head.

**STATE TEACHERS COLLEGE**, Shippensburg. Three terms: June 4-June 22; June 25-August 4; August 6-August 24. Dr. Albert Lindsay Rowland, President; Dr. Etta C. Skene, Department Head.

**TEMPLE UNIVERSITY**, Philadelphia. Three terms: June 4-June 29; July 2-August 10; August 13-September 21. Harry A. Cochran, Director; Frances B. Bowers, Department Head.

**UNIVERSITY OF PENNSYLVANIA**, Philadelphia. Two terms: July 5-August 15; August 30-October 24. John Dolman, Jr., Director; W. L. Einolf, Department Head.

**WESTMINSTER COLLEGE**, New Wilmington. Two terms: June 11-July 20; July 23-August 31. Dr. A. T. Cordray, Director; Professor Russell N. Cansler, Department Head.

### RHODE ISLAND

**BRYANT COLLEGE**, Providence. June 27-August 8. John L. Allan, Director.

### SOUTH DAKOTA

**BLACK HILLS STATE TEACHERS COLLEGE**, Spearfish. Two terms: June 4-July 13; July 16-August 17. Dr. Russell E. Jonas, President; Miss Jo Josey, Department Head.

**SOUTHERN STATE NORMAL SCHOOL**, Springfield. Two terms: May 28-July 3; July 9-August 10. Dean W. W. Ludeman, Director; Lina M. Moulton, Department Head.

**UNIVERSITY OF SOUTH DAKOTA**, Vermillion. Two terms: June 11-July 18; July 19-August 24. Wm. H. Batson, Director; Hulda Vaaler, Department Head.

### TENNESSEE

**GEORGE PEABODY COLLEGE FOR TEACHERS**, Nashville. Two terms: June 11-July 18; July 19-August 24. Dr. J. E. Brewton, President; J. D. Fena, Department Head.

**STATE TEACHERS COLLEGE**, Johnson City. Two terms: May 23-June 30; July 2-August 8. Dr. C. C. Sherrod, President; John W. Overbey, Department Head.

**TENNESSEE POLYTECHNIC INSTITUTE**, Cookeville. Two terms: June 4-July 14; July 16-August 23. Dean A. W. Smith, Director; Louis Johnson, Jr., Department Head.

**UNIVERSITY OF TENNESSEE**, Knoxville. Two terms: June 11-July 18; July 19-August 24. Dean John A. Thackston, Director; Dr. Benjamin R. Haynes, Department Head.

### TEXAS

**BAYLOR UNIVERSITY**, Waco. Two terms: June 9-July 13; July 15-August 24. Dr. Monroe S. Carroll, Director.

**EAST TEXAS STATE TEACHERS COLLEGE**, Commerce. Two terms: June 5-July 13; July 16-August 24.

Dr. Samuel H. Whitley, President; Dr. Stanley Pugh, Department Head.

JOHN TARLETON AGRICULTURAL COLLEGE, Stephenville. May 28-September 8. G. O. Ferguson, Director; Z. C. Edgar, Department Head.

NORTH TEXAS STATE TEACHERS COLLEGE, Denton. Two terms: June 4-July 13; July 16-August 23. Dr. B. B. Harris, Director; Dr. O. J. Curry, Department Head.

SAM HOUSTON STATE TEACHERS COLLEGE, Huntsville. Two terms: May 29-July 21; July 23-August 31. Dr. Harmon Lowman, President; J. Roy Wells, Department Head.

SOUTHWEST TEXAS STATE TEACHERS COLLEGE, San Marcos. Two terms: June 4-July 14; July 16-August 24. Dr. Claude Elliott, Registrar; C. E. Chamberlin, Department Head.

SUL ROSS STATE TEACHERS COLLEGE, Alpine. Two terms: June 4-July 14; July 15-August 25. H. W. Morelock, President; James Kemp, Dept. Head.

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Two terms: June 2-July 12; July 13-August 21. Dean J. M. Gordon, Director; Dr. J. Marvin Sipe, Department Head.

#### UTAH

UTAH STATE AGRICULTURAL COLLEGE, Logan. June 11-July 20. Prof. M. R. Merrill, Director; Prof. P. E. Peterson, Department Head.

#### VERMONT

UNIVERSITY OF VERMONT, Burlington. July 9-August 17. Bennett C. Douglass, Director.

#### VIRGINIA

MADISON COLLEGE, Harrisonburg. Two terms: June 18-July 21; July 21-August 24. Dr. Samuel P. Duke, President; Dr. Stephen Turille, Dept. Head.

RADFORD COLLEGE WOMAN'S DIVISION OF VIRGINIA POLYTECHNIC INSTITUTE, Radford. Two terms: June 18-July 21; July 21-August 25. Dr. D. W. Peters, President; Dorothy McDaniel, Dept. Head.

STATE TEACHERS COLLEGE, Farmville. Two terms: June 18-July 21; July 23-August 25. Dr. J. L. Jarman, Director; M. L. Landrum, Dept. Head.

MARY WASHINGTON COLLEGE, Fredericksburg. Two terms: June 18-July 21; July 23-August 25. Dean Edward Alvey, Jr., Director; Dr. J. H. Dodd, Department Head.

#### WASHINGTON

UNIVERSITY OF WASHINGTON, Seattle. July 2-August 24. Henry A. Burd, Director; Frank H. Hamack, Department Head.

#### WEST VIRGINIA

MARSHALL COLLEGE, Huntington. Two terms: May 31-July 4; July 5-August 8. Dean Otis G. Wilson, Director; Professor Lee A. Wolfard, Department Head.

WEST VIRGINIA STATE COLLEGE, Institute. Two terms: June 11-July 14; July 17-August 18. Dr. H. H. Ferrell, Director; Dallas C. Brown, Department Head.

## Study and Relax in the Shadow of the Rockies

In

### MILE-HIGH DENVER

Postwar competition will require increased training and efficiency of business teachers.

Graduate and Undergraduate Courses—B.S. in Commerce—M.S. in Commerce (thesis optional)—Visiting Instructors of National Reputation—Strong Resident Faculty—Metropolitan Advantages—11th Annual Business Education Forum—Programs Arranged for Two- Four- Five- Seven- or Ten-Week Periods.

Two Regular Terms:  
June 18 to July 20;  
July 23 to August 24

Interim Workshop in Vocational Education:  
May 21 to June 15



WEST VIRGINIA UNIVERSITY, Morgantown. Two terms: June 4-July 13; July 16-August 24. A. J. Dadisman, Director, Ralph B. Tower, Dept. Head.

#### WISCONSIN

STATE TEACHERS COLLEGE, Whitewater. Two terms: June 11-July 20; July 23-August 24. C. M. Yoder, President; Paul A. Carlson, Department Head.

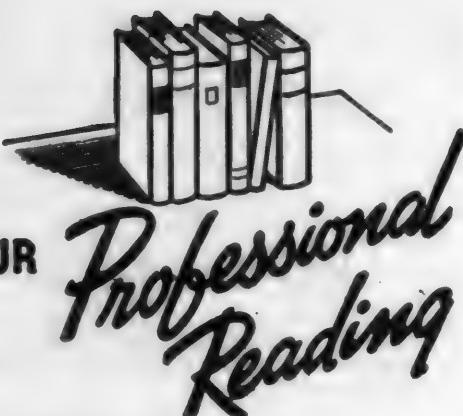
UNIVERSITY OF WISCONSIN, Madison. June 23-August 17. John Guy Fowlkes, Director; F. H. Elwell, Dean, School of Commerce.

#### WYOMING

UNIVERSITY OF WYOMING, Laramie. Two terms: June 20-July 24; July 25-August 28. Dean O. C. Schwiering, Director; Mr. E. Deane Hunton, Department Head.

### Boys and Girls Week Manual

A "Manual of Suggestions" giving complete information and ideas for celebrating this week may be had free by writing the National Boys and Girls Week Committee, Room 950, 35 East Wacker Drive, Chicago 1.



JESSIE GRAHAM, Editor

## **Secondary Schools for American Youth**

L. A. Williams, American Book Company,  
New York, 1944, 531 pages, \$3.25.

Human intelligence is sometimes defined as the ability to profit from past experience, either one's own or another's. This overview of secondary education for the guidance of the beginning teacher starts, therefore, with a history of secondary education in the United States.

America has had three centuries of experience with secondary education. We study this history in order to profit from all this accumulated experience. Along with the telling of the history of each type of school, Dr. Williams traces the external and internal causes of decline and points out the implications for the secondary school of today. Thus presented, the Latin grammar school and the early academy furnish contrasts to today's high school—nonsectarian, nonpartisan, all things to all pupils.

During the early nineteenth century, secondary education for a life of leisure and vicarious participation partly gave way to preparation for a life of activity and personal participation in practical affairs. As not all educators were agreed that this practical training belonged in the high school, certain private schools and some segregated high schools were established. At one time there was a trend toward high schools of commerce, but the report of the Commission on Reorganization of the U. S. Bureau of Education approved cosmopolitan or comprehensive high schools as best suited to American youth.

Dr. Williams mentions the problem of providing business education for pupils who cannot afford to continue beyond the twelfth grade and favors an elementary type of business education in the high school that will enable a youth to obtain a minor business position while continuing his studies in evening school. He mentions that in some high school that will enable a youth to obtain a minor business position while continuing his studies in evening school. He mentions that in some high school that will enable a youth to obtain a minor business position while continuing his studies in evening school. He mentions that in some high school that will enable a youth to obtain a minor business position while continuing his studies in evening school. He mentions that in some high school that will enable a youth to obtain a minor business position while continuing his studies in evening school.

We may not agree with Dr. Williams on trend in business education, but we do second his comments on the difficulties of getting from businessmen exact statements of their requirements. He says that businessmen always mention character traits, usually in vague terms, but give the schools little help in supplying the experiences necessary to develop character traits.

He speaks of job analysis as the educator's attempt to find out the skills and knowledge needed in various jobs. He feels that advisory committees may furnish some answers to the problem.

We agree with Dr. Williams' final recommendation that programs for young people going to work immediately after graduation, and not to college, should be in the nature of practice in social, civic, and moral conduct. But we do not like the proposed restriction of vocational skills to "a minimum amount of preparatory knowledge and elementary skills." He mentions the work experience program of the American Youth Commission as having promise.

This book is more comprehensive than are some other materials for the help of young high school teachers. Teachers are prepared for classroom organization and the practice of teaching technique. The young teacher is encouraged to take part in professional activities, such as reading educational periodicals, designated as a "route to professional eminence," in spite of the fact that some of them are characterized as, "some, deadly; some scholarly others, piffle."

Teachers are prepared for another phase of professional life by the injunction that teacher growth by way of joining teachers' organizations means more than paying dues, but involves participation in the programs. Teachers' unions are mentioned briefly.

Several items not usually included in books for young teachers are valuable. One such section deals with the teacher's relations to the community, particularly to the small community, with practical hints—for example, to patronize local merchants. Another section deals with organizations serving youth.

After his recital of all that is being done for youth by all the people who are working wholeheartedly to improve secondary education. Dr. Williams asks why we cannot solve our problems. In the first place, all these groups and individuals are working without a unified plan and often at cross purposes. Again, there are too many attempts at shortcuts to the solution.

He suggests that probably there should be a Federal agency in charge of education, but mentions that Americans will probably prefer local control. Since the time of publication of this book, "Education for All American Youth,"<sup>1</sup> has been released by the Educational Policies Commission, with its recommendation of Federal support and local control of education. This report represents an expansion of Dr. Williams' ideas.

As this is primarily a textbook in teacher training, objective-type tests are included at the end of each chapter.

<sup>1</sup> Reviewed in this magazine for January, p. 27.

## Two Hundred Fifty Teaching Techniques

Lieut. R. Randolph Karch, U.S.N.R., and Lieut (j.g.) Edward C. Estabrooke, U.S.N.R., Bruce Publishing Company, Milwaukee, Wisconsin, 1943 (second printing, 1944), 131 pages, \$1.25.

A comprehensive job analysis of the duties of the teacher was made as a foundation for the 250 techniques included in this book. It is a ready reference for the experienced teachers and a guide to beginners. The text material is stripped to bare essentials. There is a numbered statement for each technique, followed by brief explanations.

The techniques are classified, in good job-analysis manner, under general headings, such as: the qualities of a good instructor, how to conduct shop activities, how to plan and present a lesson, how to conduct demonstrations, how to use oral questioning and discussion, how to use motion pictures and filmstrips, how to test, how to maintain good discipline, how to make a course of study and write instruction sheets.

The techniques are common-sense ones. To illustrate, these two hints are given under "Relations with Students": "Never destroy a student's self-respect by embarrassing him before the others"; "Commend good work and attitude of students." These suggestions are among those on personal qualities: "Be loyal to your organization"; "Stay within communication channels on official matters."

The importance of preparing students for the showing of films by explanations and of summarizing the information in the film after presentation is brought out in one section.

Discipline is defined as, "systematic training for the improvement of students' actions and attitudes." Another suggestion is, "Be strict with new groups—after they understand that they come to class to learn, the instructor can be more lenient."

The authors, who have been responsible for some Navy training programs, have presented in brief and concise form these 250 techniques of teaching.

## Consumer Education

Edgar M. Finck, Toms River High School, Toms River, New Jersey, 135 pages, stencil-duplicated, 1944, \$2.

Only those who have worked on courses of study in evening hours after strenuous days of teaching can appreciate what it means when a well-planned curriculum bulletin prepared by teachers and administrators is issued. In addition to their teaching and administrative loads, four members of the staff of the Toms River High School have shouldered the responsibility for preparing three courses in consumer education. This course, which deals largely with buying, will be followed by courses on economic competence and on housing. The authors are careful to state that this is a "tentative" course of study.

This course is divided into nine units. It is suggested that classes take up the units in the order of their immediate interests or that the class be

broken into groups with kindred interests, rather than to experience the cold-storage type of education.

The aim of the course is to help students develop high standards of value; appreciation of quality, style, and design; desire for a higher standard of living for themselves and others; and habits of buying economically.

Each unit includes an outline, questions, activities, and bibliography. The booklet is well arranged and an excellent example of good stencil-duplicating—each page clear and easily read.

## Democracy Under Pressure

Stuart Chase, The Twentieth Century Fund, New York, 1945, 142 pages, \$1.

The Twentieth Century Fund has engaged Stuart Chase to write six books to serve as guide lines to America's future. This is the fourth in the series, preceded by: *The Road We Are Traveling*, *Goals for America*, and *Where's the Money Coming From?* Volumes on foreign commerce and winning the peace will follow.

In the first book, Mr. Chase gave an interpretation of the social and economic changes through which we are passing. In the second, he argued that we have ample resources and manpower to secure for all Americans the things we need. In the third book, he maintains that we can finance our postwar demands. In this book he deals with the need for unity in the way we feel about our country. He gives specific instances of how pressure groups destroy that unity and enunciates a program to restore it and to achieve a desirable life for all people in our country.

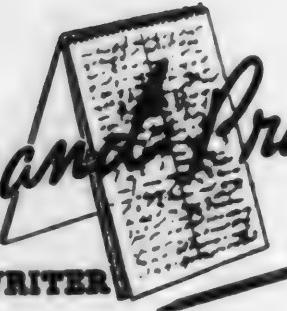
He gives particular attention to the pressure groups: big business, big labor, big farmers. He talks about "big" government also. He cites instances of action by these groups that were not in the public interest. He calls their instigators, "Me-First Boys."

He raises the question of what will be the agenda of government after the war and lists activities that he believes lie within the realm of government. He suggests national planning by persons not associated with pressure groups.

The picture he paints is a black one. The reader is tempted to think that as a nation we are a collection of selfish "Me-First" people, with no scruples as to how we get what we want. As a matter of fact, the book itself does nothing to promote the national unity sought. On the contrary, it makes us distrustful of others. Mr. Chase is expressing his own views—his analysis of the picture as he sees it. This fact must be kept in mind while reading. For example, he condemns "big farmers" for not wanting subsidies and another group for rejecting grade labeling, implying that there is only one side to each of these issues. He does note a few signs that to him are encouraging.

This book is recommended reading for the teacher of business subjects as it gives a comprehensive picture of the need for national planning toward peacetime prosperity.

# Shorthand Practice Material



THE GREGG WRITER

## Telephone Secretaries

By RUTH MacKAY

In the "White Collar Girl" column  
of the Chicago Daily Tribune

NEW YORK has an extensive telephone answering service, with eleven operating offices, fully staffed twenty-four hours a day by young women telephone secretaries.

Although a number of the subscribers<sup>to</sup> to the service are physicians (and hospitals) an almost equal number of industrial companies subscribe.<sup>to</sup> Towing lines, insurance firms (for accidents reports), electrical repair companies—almost any kind<sup>of</sup> of business uses the service, so that in an emergency, someone can be reached—someone who knows the answers.<sup>to</sup>

The girls who "know the answers" have varying backgrounds. Some formerly were secretaries. Some, such as Margaret<sup>to</sup> Hansen, the managing supervisor, have had telephone experience. She was head of communications<sup>at</sup> at the Waldorf when it opened. In picking the girls for this work, she looks for no specific skills, but for human<sup>to</sup> qualities—qualities that will make the answering voice on the telephone sympathetic, interested, and<sup>to</sup> friendly.

"The girls who would be telephone secretaries must be service-minded," Miss Hansen says. "They can't be the<sup>to</sup> sort of young woman whom everything (or anything) annoys, nor the sort who doesn't like to be put out, because<sup>to</sup> in our business the unusual becomes the usual."

A good vocabulary, a touch of humor,<sup>to</sup> a feeling for the infinite variety and color of life that nothing surprises, flexibility,<sup>to</sup> and perfect coördination—these the telephone secretaries must have. For, while they are talking on the<sup>to</sup> telephone, they are writing a memorandum, flipping files, giving instructions, reading, writing, talking, at the same<sup>to</sup> moment.

"Most important requisite of all," Miss Hansen continues, "is that the telephone secretary,<sup>to</sup> regardless of the emergency, just can't be stumped."

In this business, where the unusual becomes the usual,<sup>to</sup> anything can happen. A frantic young mother telephoned. She had lost the baby's formula and the doctor<sup>to</sup> was on vacation, goodness knows where. . . . A wire arrived from a young daughter who misplaced her travel check and, stranded<sup>to</sup> in Fort Worth, Texas, couldn't reach her parents. . . . A call came for a prominent physician's wife. This was urgent! What?<sup>to</sup> She couldn't possibly be reached? How dreadful! The lady on the wire wanted a certain fudge recipe for her<sup>to</sup> bridge foursome! (The secretary provided another just as good.)

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

But, of the countless experiences, the<sup>to</sup> one that affords the staff of telephone secretaries the most amusement concerns a doctor-subscriber and<sup>to</sup> his friends, who fell to arguing one evening. "What does this 'voice' of yours look like," the friend wanted to know. No one had<sup>to</sup> seen her, not even the doctor, who placed a bet that she was "efficient to be pretty . . . all the honey is<sup>to</sup> in her voice." The doctor's wife took the bet. She was of the opinion the telephone secretary was "young, alive,<sup>to</sup> and attractive." So, the doctor's wife made a date for lunch with "the voice" . . . and won the bet. (536)—Chicago Daily Tribune, December 27, 1944

## Develop the Confident Touch

From Northwestern National News

STUDENT PILOTS invariably hold the stick too tightly, observes "Andirons." They are tense, nervous, fearful. Sometimes<sup>they</sup> freeze at the controls and cause a crash. The instructor's task is to teach each student the light touch—the relaxed, confident, safe touch that marks only the expert airmen.

In general, the worried, hurried, anxious person makes<sup>to</sup> the most mistakes. He usually has less time to show for his efforts. Many business crashes have been caused by men<sup>to</sup> whose hands froze to the controls. Conversely, most of America's leading executives are easy-going fellows.<sup>to</sup> They do not freeze. They master the light touch. They do their work with confidence and quiet faith. (121)

## All-Time All-Americans

From the "K.V.P. Philosopher"

WOULD you like a free seat on the fifty-yard line every game your favorite college plays from now on? Or maybe<sup>to</sup> a new gymnasium or field house named after you? All you have to do is to produce a pair of football<sup>to</sup> ends like two we are going to tell you about, and you can write your own ticket.

One of them was six feet three inches<sup>til</sup> and weighed two hundred twenty pounds in his prime. He had tremendously strong hands, was a crackerjack at rough<sup>to</sup> and tumble wrestling, and his legs were so powerful that it was said he could slow a running horse down to a stop by the pressure of his knees. He had what ever coach wants, a genuine love for conflict. In one scrap he got<sup>to</sup> into, two horses were shot from under him and a number of bullets went through

his clothes, but he admitted later<sup>100</sup> to having had a grand time in the process. A chap like him could have made All-American at either end<sup>100</sup> or fullback because even though the records show he got licked a dozen times, he never seemed to know it.

Our other<sup>100</sup> candidate for an equally certain All-American berth was an inch taller, stretching up to six feet<sup>200</sup> four inches, but not quite so heavy. Probably two hundred was his top weight. He was the wiry type, unusual<sup>100</sup> in such big men. He had enormous arms and great hands that could have palmed a football and defied a dozen tacklers<sup>200</sup> to steal it. The arms were very long. They could have snagged passes out of the clouds, and engulfed a runner like an<sup>200</sup> octopus. A wrestler also, when this big boy smacked them they would have stayed smacked.

Neither boy would have been a grandstander.<sup>200</sup> The coach would not have had to coddle them. They would have gotten just as much fun out of a teammate's scoring as<sup>200</sup> when they scored themselves. Their records prove that a thousand times over.

We suspect you already know that we are talking<sup>200</sup> about George Washington and Abraham Lincoln. How strange that the two greatest names in our history should likewise<sup>100</sup> be the most powerful men physically to have come to their place of great power.

Tradition has it that<sup>200</sup> in times of great crisis, a man is always raised up who is equal to it. It is certain that in at least two<sup>200</sup> great periods of our nation's existence, two men were indeed raised up who were equal to the emergencies.<sup>100</sup> Those men were Washington and Lincoln. (406)

## Dynamic Good Will

"THERE are two great forces at work in the world today drawing people together, the first is Good Will, the American<sup>100</sup> Way, and the second, the frenzied selfishness of the wolf-pack, the way of the Dictator. The first is<sup>100</sup> eternal and ever-expanding, the second, temporary and eventually disastrous.

"To be worthy<sup>100</sup> of the best in the American tradition, it is necessary to develop dynamic good will in<sup>100</sup> every fiber of one's being, in every relationship of one's life—at home, in the office or plant,<sup>100</sup> and in the community. The teamwork resulting from such effort will point the way to the solution of<sup>100</sup> every problem facing the world today."—Melvin J. Evans, in "Democracy in Action" (136)

## Profit in the Weather

From "Advertising and Selling"

THE WEATHER, generally regarded as a hazard, is the greatest natural resource which business finds profit<sup>100</sup> in exploiting, according to *Business Week*. One New York bakery chain, alone, saves two hundred fifty thousand<sup>100</sup> dollars a year by having a weatherman. A midwestern construction firm saved one million dollars by knowing<sup>100</sup> when to pour concrete for war factories.

With a budget of twelve million dollars, a staff of thirty-two hundred,<sup>100</sup> and thousands of part-time and volunteer regional workers, the Weather Bureau in the United States<sup>100</sup> Department of Commerce has long aided agriculture, shippers of perishable goods, and, more recently, the air<sup>100</sup> transport companies.

During the war, its biggest client has been the military, but steadily growing are<sup>100</sup> requests from business, which are illustrated by the following samples:

Johns-Manville kept track of a hurricane<sup>100</sup> in Texas and rushed carloads of roofing into areas where new roofs would be needed.

Lipton Tea used weather<sup>100</sup> records to locate sites for new factories for dehydrated soups in low-humid-ity counties of New York.<sup>200</sup>

American Fisheries studied data on the water temperature of the Humboldt current off Chile<sup>200</sup> to plan new fishing ventures.

Skol, a lotion for sunburn, watches snowfall, and advertises its product to skiers<sup>200</sup> or others subject to snowburn.

Cushman's Sons, New York bakery chain, telephones its suburban stores to truck<sup>200</sup> a big part of their stocks to downtown stores on rainy days, because wives won't brave the weather and they telephone their<sup>200</sup> husbands to pick up the bread and cake in the city on the way home.

Western Union studies wind velocity<sup>200</sup> to determine the number of wires they can string safely on a crossbar. The company also is interested<sup>200</sup> in ice glazing, which makes wires sag and break. (328)

## The Courageous Attitude

By LEONARD HICKS

in the "Advertiser's Digest," as condensed from  
"Provident Notes"

IT'S A HARD JOB for some people to learn to discipline themselves. When I speak of "discipline" I am thinking of<sup>200</sup> the fine, quiet, courageous attitude toward the daily job—whether it is a big job or a little job.

Have<sup>10</sup> you ever let down after making good on a job, thinking it is necessary to make good only once?

Have<sup>100</sup> you ever stopped to take it easy, only to find that people think you have quit? If so, you have learned that people<sup>100</sup> quickly forget what you have done, and are interested only in what you can do.

It is your own business if<sup>100</sup> you have gone as far along the path of active life as you want to go.

If you are through, that is your affair.

But, do not blame the world for going on without you.

It is not ingratitude or forgetfulness. It is the<sup>100</sup> reality of necessity. The world has today's work to be done.

Look ahead, not back—lest your yesterday be<sup>100</sup> the grave of tomorrow.

What is so wholly lost as wasted time? Fortunes may be lost and made again. Health may be<sup>100</sup> lost and regained—but lost time slips away into eternity, to be lost forever.

If you are one of those<sup>100</sup> who say there are no opportunities in such times as these, be assured that the very tragedy of these times<sup>200</sup> is making opportunity. In the decay all about us is evidence of our desperate need for men<sup>200</sup> who can think and do things better than they have been done before.

If an opportunity came to you that was beyond<sup>200</sup> your reach, how many chances did you have back in those lost years to get ready for the big chance when it came? If<sup>200</sup> it was money that you lacked, how much money have you let slip through your fingers frivolously?

Why make a sunset<sup>20</sup> of the sunrise? For some people the day is over just as soon as it begins.

There are others who meet the challenge<sup>20</sup> of each new day with the hearty confidence of our pioneer forefathers, who believed—and proved—that success<sup>20</sup> was never final, and failure never fatal. (349)

## Scarecrows

From the "McGill News"

BEING the month of hobgoblins and witches, October reminds us that down through the ages man's worst enemy<sup>20</sup> has been fear. Today, many lives are made unhappy through fear. Many failures have been caused by it. Thought-conditioned<sup>20</sup> illnesses are often the result of fear.

The conquest of fear is a subject in which everyone is<sup>20</sup> interested. I have found one of the chapters in Vash Young's book, "A Fortune to Share," especially helpful. In it<sup>20</sup> he tells how he conquered his fears.

"When I was a boy," he writes, "farmers used scarecrows in their fields. Many timid birds,<sup>10</sup> seeing the flapping of a ragged pair of pants, an old coat, and a hat, all hung on crossed sticks, would fly away, but<sup>20</sup> now and then a wiser bird would come down and enjoy a feast, using the scarecrow as a perch between meals. I thought<sup>10</sup> very little of the significance of the thing at the time, but since I became tired of being a fool,<sup>10</sup> it has occurred to me time and again that the fears of life are nothing more than scarecrows.

"When a fear tries to creep<sup>10</sup> into your thoughts, analyze it and see if there is good ground for it. The chances are a hundred to one that the<sup>20</sup> fear is of something that has not yet happened, not even begun to happen. It is imaginary trouble<sup>20</sup> manufactured in your own thought factory, and you are perfectly able to shut down on that product and<sup>20</sup> substitute another for it." (248)

## Individuals and the Government

THE GOVERNMENT rightfully has a prior call on all resources. It must also direct the war effort to<sup>20</sup> insure that it will be coöordinated and concentrated where necessary. However, the effectiveness<sup>10</sup> of government action will depend upon the support given by the people. The more the policies of<sup>20</sup> individuals accord with the needs of the war effort the less the Government will have to do and the better<sup>20</sup> it will be done. The more people save and subscribe to government bond issues, the less inflation of credit<sup>20</sup> and prices will occur. The more they economize in their consumption and refrain from hoarding, the less the<sup>20</sup> competition of their demands with war production, and the less the need of government controls.

Extravagance is<sup>20</sup> offensive in wartime, both because the Government needs the money and because the labor and productive effort<sup>20</sup> needed to satisfy extravagant expenditures ought to be devoted to the war. In all wars people<sup>20</sup> have found it hard to understand why they should not continue to spend according to their means, especially<sup>20</sup> those whose means are suddenly increased by the wartime business activity and wage disbursements. But if the<sup>20</sup> expenditure is unnecessary, and the article or service requires labor which is needed elsewhere, the<sup>20</sup> expenditure ought not to be made. The pressure of high taxes should not be the only influence to promote<sup>20</sup> individual economy; it should be supple-

mented and supported by voluntary coöperation.<sup>20</sup>

Some may fear the effects of economy on the volume of business, but everyone agrees that<sup>20</sup> shifts in industry are necessary and inevitable. If they are not enforced by reductions in the<sup>20</sup> consumption of goods whose production competes with the war effort, they will be enforced by shortages of materials<sup>20</sup> and government regulations. In the aggregate there is not less business to do in the country; rather,<sup>20</sup> there is more work than ever in sight. Of course expenditures will be shifted into new channels. The industries<sup>20</sup> have to adapt themselves, as the automobile and rubber companies and countless others are doing. (399)—From the Bulletin of National City Bank of New York.

## "Dose" Don'ts and Do's

From "The Northerner"

IT ISN'T how your income mounts, but what it buys that really counts, for if the prices climb and climb you'll have a<sup>20</sup> far from joyous time. Comes now the question, "How can I keep down the price of what I buy?" There are two kinds of hints and<sup>20</sup> cues, consisting of the "don'ts" and "do's."

*Don't* spend for frivol and for fluff, and *don't* compete for things and stuff; *don't* help to<sup>20</sup> make the ceilings crack; *don't* trade in markets that are black.

*Do* buy a bond—or ten or twenty; *do* swell your savings fund<sup>20</sup>—but plenty; *do* set aside some extra sums for life insurance premiums; *don't* throw your money all about, *do*<sup>100</sup> make things do or do without.

You're bound to win, you cannot lose, by following these *don'ts* and *do's* which hold the prices<sup>20</sup> down at present and help to make your future pleasant. (129)

## Graded Letters

By A. E. KLEIN

For Use with Chapter Ten of the Manual

Dear Mr. McLean:

The contract for the construction of the electric plant for the Central Electric Company<sup>20</sup> was awarded to Mr. McNeal of the Paramount Construction Company of Detroit. We entertained<sup>20</sup> bids from contractors in all parts of the country and McNeal's bid was the lowest. I am inclined to agree with<sup>20</sup> our superintendent that he underestimated the magnitude of the job and underbid it. However,<sup>20</sup> our instructions were to give the construction work to the contractor who made the lowest bid, and under the<sup>20</sup> circumstances we could not interfere.

McNeal has an eccentric but intelligent supervisor. If he<sup>20</sup> transfers him from the intricate reconstruction job over which he has control to this job, I am confident<sup>20</sup> that he will do a magnificent piece of work. Whether or not McNeal will make a great deal of money, though, I<sup>100</sup> cannot say.

It will be extremely interesting to watch the course of this construction job.

Yours truly, (179)

Dear Mr. McVeigh:

I cannot understand your instructions regarding the circulation department<sup>20</sup> reorganization. Last month you declared that you had suspended the district

manager because of his *suspicious*<sup>100</sup> and *disagreeable* conduct, but I understand that yesterday you retracted the suspension. Rather than<sup>100</sup> hire another district manager under those circumstances, I am writing you for further instructions on<sup>100</sup> what should be done. Something must be done as soon as possible or we will destroy all the good will we have built up.<sup>100</sup> In my opinion your original action was correct. In the first place, the district manager was instructed<sup>120</sup> over and over again to open his office on time, something which he has not done; in the second place,<sup>140</sup> he seemed inclined to control his extremely suspicious nature that has lost us many customers.

I do<sup>100</sup> not think his replacement should be postponed any longer.

Yours truly, (172)

Dear Mr. McNamara:

It will give us great pleasure to have you head our purchasing department. We should like<sup>100</sup> to have you come to us at once, but, of course, we realize that this cannot be done. At any rate, we hope you<sup>100</sup> will come as soon as possible. On account of the fact that the previous head of the purchasing department<sup>100</sup> left sooner than we expected, nothing has been done to take care of the untransacted business on hand.

Please write<sup>100</sup> us when you can undertake your new duties.

Sincerely yours, (91)

## Graded Letters

By A. E. KLEIN

For Use with Chapter Eleven of the Manual

Dear Mr. Franklin:

The Board of Directors held an emergency meeting in the treasurer's office at 10<sup>30</sup> a.m. to consider the comprehensive and drastic proposals suggested by our engineering consultant.<sup>100</sup> The consultant insisted that because of the favorable political situation, a<sup>100</sup> modification of the regulations governing construction work in this locality will be only a formality. He urged with all sincerity that we prepare all the necessary fundamental and technical<sup>100</sup> specifications for our experimental laboratory in this township.

The Board of Directors<sup>100</sup> accepted his proposals and decided that you, in your capacity as general manager and also<sup>140</sup> president of the Chamber of Commerce in this neighborhood, are the logical person to put this program<sup>100</sup> into efficient operation without delay.

We are confident that a man with your ability and<sup>100</sup> tenacity will be able to handle this critical situation with facility.

The signing of<sup>100</sup> the contract giving you authority to proceed with this assignment will be a mere formality.

Yours truly, (220)

Dear Mr. Barry:

At the last meeting of the Board of Management, the chairman of the Board recommended that<sup>100</sup> the general manager, Mr. A. C. Brown, and the assistant general manager, Mr. E. J. Nelson,<sup>100</sup> be promoted. These men have acquired reputations for great efficiency and reliability. They<sup>100</sup> have inspired their men by their sincerity and simplicity and their ability to dispose of critical<sup>100</sup> emergencies quickly. As a reward for their good work, they are to receive

an immediate salary<sup>100</sup> increase. Please consult the treasurer about sending the necessary notification to the cashier.

Yours, (120)

Dear Mr. Radford:

As you know, there has been some dispute about the efficiency and sincerity of the<sup>20</sup> treasurer of our political party. Personally, I am impatient with this dispute and consider<sup>100</sup> it a reflection on the integrity and ability of our treasurer. I am confident that this<sup>100</sup> is the feeling of the majority, with whom he enjoys great popularity and friendship. I propose that<sup>100</sup> we dispose of this dispute by sending a telegram to the treasurer, assuring him of our complete<sup>100</sup> confidence.

Yours truly, (104)

## Graded Letters

By A. E. KLEIN

For Use with Chapter Twelve of the Manual

Dear Mr. Cunningham:

Unless our pupils are more punctual for the remainder of the term, I am afraid<sup>100</sup> they will be disqualified from the secretarial and bookkeeping examinations that are soon to be<sup>100</sup> conducted by the State of New York. From the attached sheet you will observe that the rules distinctly specify that<sup>100</sup> a pupil who is absent or late more than five times will be disqualified, unless the lateness or absence is<sup>100</sup> unavoidable.

Will you please discuss this matter with the Board and emphasize the importance of the pupils'<sup>100</sup> being more punctual. It would be a great disappointment to me if some pupils were disqualified.

Cordially<sup>120</sup> yours, (121)

Dear Mr. Greenberg:

As you requested, I have planned an itinerary for our sales manager, Mr. McLane.<sup>20</sup> It is attached. I understand he is to be accompanied by his secretary, Mr. Mansfield. You<sup>100</sup> will observe that I have included Rochester, New York; Chicago, Illinois; and Minneapolis, Minnesota<sup>100</sup> on his trip so that he can inspect the warehouses about which our wholesalers have been complaining. I<sup>100</sup> had hoped he could get to the Pacific Coast and visit San Francisco, Seattle, and Los Angeles, but,<sup>100</sup> unfortunately, this will not be possible at the present time.

Very sincerely yours, (116)

Dear Mr. Richfield:

I am afraid that we shall have to try your automobile accident case before a jury,<sup>20</sup> inasmuch as we have not succeeded in convincing the defendant of the wisdom of negotiation.<sup>40</sup> Our attorneys have given up and have decided that litigation is unavoidable if you are<sup>100</sup> to recover damages done to your automobile.

I am confident that we will succeed before an<sup>100</sup> impartial jury. The accompanying affidavit requires your signature and that of your wife.

Yours truly, (99)

Dear Mr. Baker:

The Bureau of Economics of the American Manufacturers Association<sup>20</sup> needs a secretary and bookkeeper to help its attorneys with some important litigation that is<sup>100</sup> pending. The secretary will type

abstracts, commercial papers, and legal arguments. The bookkeeper will assist<sup>190</sup> in investigating accounts.

In order to avoid any delay, could you accommodate us by sending<sup>190</sup> direct to me the applications of any students who may be interested.

Very sincerely yours, (100)

## Mileage Hints

From "Esso Marketers"

ONLY the older motorists know how far car manufacturers in peace days went to silence car noises. They<sup>20</sup> even developed a special name for the whole job—"body harmonics."

It is difficult for the average<sup>20</sup> motorist to realize that even a closed door in a moving car is constantly in movement. This door moves<sup>20</sup> hundreds of times in a mile of travel. It moves in six directions—up and down, in and out, and right to left. To<sup>20</sup> meet this action, the various parts of the door and its locking mechanism are designed to fit snugly. But<sup>20</sup> there is always some rubbing which produces wear and noises as well.

Therefore, most of the fittings of the door, hood,<sup>20</sup> bumper, and other metal-to-metal contacts on the car are now lubricated with special compounds. These help<sup>20</sup> eliminate noises and, at the same time, are tough enough to stand up under constant wear.

In addition, special<sup>20</sup> lubricants are available to the average motorist for the scores of rubber parts, seen and unseen,<sup>20</sup> on a car. These lubricants, along with a regular program of tightening parts of the body and chassis,<sup>20</sup> can help produce noise-free driving. (206)—J. F. Winchester

• • •

COURTESY is the gulf stream in business that melts the mountains of icy indifference and sends the old ship safe<sup>20</sup> into the harbor of success.—*The Friendly Adventurer* (31)

## A Matter of Paint-Scraping

By PHILIP WYLIE

From "Fish and Tin Fish"

### PART III

A FEW CAUTIOUS QUESTIONS were called across<sup>1720</sup> the water by the commanding officer.

His orders were succinct. "Take the men in. We'll patrol your area<sup>1740</sup> from now on. We've radioed the sub's position. Good going!"

"We didn't get it," Crunch said bitterly.

"What do<sup>1760</sup> you want? You pushed it under."

Crunch shrugged and took the wheel. He headed for the faintly radiant murk that was Miami.<sup>1780</sup> Nobody said anything. The shore, he recollects, had once been neon-spangled. Now, it was so dim it<sup>1800</sup> wouldn't silhouette your hand in front of your face. But the navigational lights were burning, and you could make the<sup>1820</sup> jetty-mouth easily enough. His clothes were damp—but not from salt spray. His hands were cold as winter.

There was an<sup>1840</sup> ambulance at the loading pier. Lieutenant Commander Boyd was there, too. He had once been a Miami lawyer; now<sup>1860</sup> he was Captain of the Port. He must have got up in a hurry, Crunch thought. Or—maybe—he had been up. Maybe he<sup>1880</sup> didn't sleep at all, any more. A lot of men didn't, apparently.

Commander Boyd grinned after he had dis-

patched<sup>1900</sup> the wounded men. He'd been a customer of the Poseidon in the days before she had hunted the biggest<sup>1920</sup> fishes of all. He knew the charterboatmen. "Nice work, boys!"

"It would have been—but the depth charge was a dud!"

"I heard about<sup>1940</sup> it—on the ship-to-shore."

Des stood there—pale and listless. "All that happened, really," he said, "didn't amount to<sup>1960</sup> much. We saw them first. When they saw us, they put their light on us. Your men shot it out. They gave us a burst, and submerged."<sup>1980</sup>

There was amused irony in the lieutenant commander's voice. "That all?"

Crunch nodded. "We burned her paint—going over."<sup>2000</sup>

"You mean you hit her?"

"A little. Scrapped her rail, or something. Have to haul the Poseidon tomorrow. Probably<sup>2020</sup> cracked a couple of planks. We're making a little water."

"I'll be!"

Crunch eyed the officer steadily. "What of it<sup>2040</sup>? You can't fight subs with pea shooters and duds. Even if we'd hit her square, on the surface, it would only have sunk our<sup>2060</sup> boat. And those lucky rats wounded all our official personnel with that one burst!"

Lieutenant Commander Boyd's eyebrows<sup>2080</sup> were lifted. "I wonder how it felt to 'em, inside, when they heard you scrape over 'em?" He grinned more bleakly. "Go<sup>2100</sup> home—take a cab—we'll pay for it—and keep your mouths shut tight. And thanks." He held out his hand.

THERE was that night. There were others<sup>2120</sup> not unlike it. The night, for example, when the Poseidon pushed through burning oil to three men who were hanging<sup>2140</sup> onto a crate. That night, the Poseidon didn't receive any bullet wounds, but she caught fire before they managed<sup>2160</sup> to save the seamen. The event, like all other such, went on the records—and no further. The admirals and captains<sup>2180</sup> and commanders, in those days, were not telling the enemy of their successes, or of the tough times being<sup>2200</sup> had by a bunch of officers and gobs and some dentists and grocers and fellows who owned dry goods stores.

It was later<sup>2220</sup>—a year later, and more—when the stories were released. Then the bewildered public found out that their next-door neighbor<sup>2240</sup> had been carrying live bombs over the ocean in his private plane and the chap down the street who owned the fifty<sup>2260</sup> foot cruiser had been hauling depth charges out on the Gulf Stream at night.

Crunch and Des got their uniforms for the<sup>2280</sup> Temporary Reserve the day they were ordered to appear at the Port Captain's office. Following instructions,<sup>2300</sup> they found the large room filled with men who were smoking cigarettes and moving around, looking at mementoes: pieces<sup>2320</sup> of shattered life boats, enemy guns, and a Mae West that had been riddled by machine-gun fire. The signing-on<sup>2340</sup> ceremony was brief. Then they waited—nobody said what for.

By and by the door opened and a lot of gold braid<sup>2360</sup> came in—Coast Guard and Navy. They jumped to attention.

The officer who spoke was the admiral of the Gulf Sea<sup>2380</sup> Frontier. He was wearing a white uniform. His face was not tan, like the face of a sea-going admiral, but<sup>2400</sup> pallid, from sitting up night and day at his headquarters until the German subs had been driven from the Florida<sup>2420</sup> Coast.

"Some of you men now in the Temporary Re-

serve," he said, "are going to be given rank. This is partly<sup>240</sup> as a reward for work done. Partly because those who receive it are those who will be in charge if the subs come<sup>240</sup> back and we have to go after them again. I should say 'when' the subs come back. The enemy doesn't quit easily.<sup>240</sup> We don't quit—at all.

"I think it would interest you to know, gentlemen, that a high officer in the navy<sup>250</sup> of an allied nation has just told me that his country's intelligence men inside Germany have made reports<sup>250</sup> on your activities off this coast. You cannot claim a positive sinking of a sub. But, according to<sup>250</sup> my own records, none of you failed, on sighting a sub, to run straight at it. Since some of your boats were armed with depth charges,<sup>250</sup> the submarines nearly always submerged at once. According to the information supplied by this ally,<sup>250</sup> the effect on enemy morale was considerable. Submarines were unable to surface in this<sup>260</sup> area at night to recharge batteries and exercise crews. This was due to your presence. The officers and men<sup>260</sup> of subs in this area returned to hostile ports in bad condition. You wore them down. You sawed on their nerves. You<sup>260</sup> were there—in the dark—everywhere—ready to risk your lives just to push them under. You interfered with their<sup>260</sup> operation constantly. You deflected them from attack. A boat named the Poseidon, captained by a civilian<sup>260</sup> named Adams, who will presently be commissioned an ensign, together with his mate, D. Smith, made actual<sup>270</sup> physical contact with a U-boat and probably prevented it from firing into a convoy which passed the area soon afterward. On another occasion—"

Crunch didn't hear any more. The blood pounded too noisily<sup>270</sup> in his ears.

After the ceremony, he and Des bought shoulderboards and had their stripes sewn on their sleeves.

While they were<sup>270</sup> engaged in the process, little Jeff Sanders entered the store. He walked to the counter and ordered the insignia<sup>270</sup> of a lieutenant, junior grade. Then he saw them, blushed, and laughed. "You monkeys will salute me, from now on! My job's<sup>280</sup> at Headquarters—but I can go to sea, sometimes. You know, I was a major when the last war ended—but darn if<sup>280</sup> this doesn't feel like a promotion!" (2826)

(The End)

## Actual Business Letters

Mr. Harvey R. Purdy  
39 North Washington Street  
Danville, Illinois

Dear Mr. Purdy:

We can prove<sup>20</sup> that direct mail is one of the greatest selling forces in business today if it is properly handled.

You<sup>20</sup> will agree with us that nothing comes nearer to a personal call by a salesman than does a letter. Not<sup>20</sup> infrequently a salesman is being refused an interview precisely at the time that the letter carrier<sup>20</sup> is delivering letters from that very salesman's competitors, and the letter costs only two or three cents,<sup>100</sup> whereas the salesman's call costs several dollars.

As a rule, a salesman has to make more than one call on a prospect<sup>20</sup> before he makes a sale. Can it be expected, then, that one letter can do what it requires several<sup>100</sup> expensive personal calls to accomplish? Obviously not!

Let us remind you, therefore, of two extremely<sup>100</sup> important factors in direct-mail selling: first, be sure

that your letter goes only to real prospects; second, that<sup>10</sup> you continue to send letters at regular intervals that are not too far apart. Do these two things and your<sup>200</sup> campaign must bring results.

May we have the opportunity of doing the Multi-graphing and Mimeographing<sup>20</sup> for your next processed-letter campaign? The size of the order does not matter. Our real hope is that you will<sup>240</sup> try our service. We are confident that you will be pleased with it.

Very truly yours, (255)

Miss Jean K. Trout  
76 Maple Street  
Newark 12, New Jersey

Dear Miss Trout:

We want you to know how convenient<sup>20</sup> it is to shop at Fenmore's, and how especially convenient it is when you have a charge account.

Fashions<sup>40</sup> were never so flattering and so feminine as they are right now; the various departments were never before<sup>60</sup> so brilliant with suggestions for giving your home a springlike charm.

May we arrange a charge account for you? All<sup>50</sup> you need do is sign the enclosed card and mail it in the accompanying envelope, which needs no stamp. We shall<sup>160</sup> be happy to make the necessary arrangements and to add your name to our list of charge patrons.

Yours very<sup>120</sup> truly, (121)

## How Much is a Billion?

(Liberty)

IN THESE DAYS we let the word "billion" roll glibly off our tongues as easily as if it were "hundred." We know that<sup>20</sup> it's a lot of money, but how many people have any actual conception of the amount?

Compare it<sup>40</sup> to minutes, of which there are 1440 a day, and guess offhand how many years equal a<sup>60</sup> billion minutes. Answers will generally range from ten to one hundred years, with only a few a little higher.<sup>80</sup>

Actually, figuring three hundred sixty-five days to each year, the answer is approximately one thousand<sup>100</sup> nine hundred two years. Since the birth of Christ, only a little more than one billion twenty-one million minutes<sup>120</sup> have passed. (121)

## By Wits and Wags

TEACHER: Johnny, can you define nonsense?  
Johnny: Yes, teacher—an elephant hanging over a cliff with his tail<sup>20</sup> tied to a daisy. (24)

• • •

POPPA (at dinner): Willy, you've reached for everything in sight. Now stop it; haven't you got a tongue?

Willy: Sure,<sup>20</sup> Pop, but my arm's longer. (24)

• • •

MR. RICHMAN: How do you like this place?  
Shall we buy it?

His wife: Oh, it's perfectly lovely! The view from this<sup>20</sup> balcony is so fine that it leaves me speechless.

"Then we'll buy it." (31)

A MAN who was riding on a train through Western ranch country aroused considerable interest among<sup>20</sup> passengers in adjoining seats. As they sped along past vast cattle ranches, the man jotted down figures on a paper.<sup>20</sup> Finally one curious gent asked what he was doing.

"Well, you see," he explained, "I have a cattle ranch in<sup>20</sup> Montana, and I am checking up on the stock these Wyoming ranchers keep."

The curious one looked at the paper<sup>20</sup> and, sure enough, he saw a neat row of figures—472; 500; 316;<sup>20</sup> 724. He was amazed, and asked, "Do you mind telling me how you can possibly count the cattle<sup>20</sup> on each ranch as we whiz by at this speed?"

"That's easy," said the rancher, "I just count the legs and divide by four." (140)

## Transcription Speed Practice

Gentlemen:

There is only one way to judge the value of any brand of merchandise—that is by results.

The<sup>20</sup> sales volume on Bradford friction tape shows definite evidence of increase, which means tangible results for our<sup>20</sup> jobbers and distributor<sup>s</sup> as well as for ourselves.

Bradford tape sells for two reasons: first, its quality builds and<sup>20</sup> holds trade; second, the trademark clearly identifies it as the product of the largest manufacturers of<sup>20</sup> mechanical rubber goods in the world.

Let us show you how you can make this a line of increasing importance.<sup>20</sup> Bradford tape comes in attractive cartons and display containers in sizes that fit every merchandising<sup>20</sup> need.

Leading stationers are placing this merchandise prominently on their counters and are finding that, because<sup>20</sup> of its versatility in adapting itself to hundreds of situations, it is quickly becoming<sup>20</sup> one of their best selling items. Write us for more information.

Very sincerely yours, (176)

Dear Mr. Cooper:

You are probably aware of the recent announcement that A-card holders will have to wait<sup>20</sup> some time longer before new tires become available to them. To help you prolong the life and serviceability<sup>20</sup> of your tires, therefore, here are four suggestions that, if properly observed, will enable you to get the<sup>20</sup> most out of your Wheeling tires.

1. Watch the air in your tires. The right amount of air in your tires means that you can count<sup>20</sup> on at least twice the mileage that you otherwise could expect.

2. Take proper care of the rims. Never place a tire<sup>20</sup> on a rim that has become corroded, rusted, or bent.

3. Keep the wheels in correct alignment. Whenever there<sup>20</sup> is a maladjustment of the alignment, you can expect abnormal wear on the tire treads.

4. Keep the brakes<sup>20</sup> properly adjusted.

Our service station at 114 Main Street will be glad to check over these matters<sup>20</sup> for you. Drive in soon.

Cordially yours, (166)

## Speed with Thoroughness

(April O.G.A. Membership Test)

DOING a job well is not enough to put you ahead in business. You must have speed as well.

Turning out a<sup>20</sup> satisfactory day's work requires that you plan every minute of every day, and work that plan to the limit.<sup>20</sup>

Your production depends upon the attention that you give to the little things: Eliminate waste of time.<sup>20</sup> There is probably nothing more annoying to an employer than to have an employee take time out to chat<sup>20</sup> with a fellow employee, while he is waiting for a letter or information needed to complete the job<sup>20</sup> he has on hand.

That "An executive is as efficient as his secretary permits him to be" is true, indeed.<sup>20</sup> An executive's effort and power can be and frequently are cramped by the lack of efficiency in<sup>20</sup> those that are entrusted with the job of assisting him. (150)

## Ten Rupees Change Hands

(Junior O.G.A. Test for April)

Dear Snooks:

I must tell you a story. A day or so ago a native came into our area and showed us<sup>20</sup> some tricks. He was a "swell" magician and entertained us for about an hour. Then he asked us if we wanted to<sup>20</sup> see a mongoose kill a snake. We said "yes"; so he produced a mongoose, and a snake about four feet or five feet long.<sup>20</sup>

Then the fight began. I forgot to mention that he charged us ten rupees (around \$3.15) for this,<sup>20</sup> so as to buy another snake. Well, you can guess how the fight ended. The mongoose killed the reptile in about five<sup>20</sup> minutes by chewing him to pieces.

He also showed us a few other tricks that had us baffled.

That's all I can<sup>20</sup> think of except thanks for the cookies.

Yours,  
Al (128)

## Definition of Experience

SON: "Dad, what is experience?"

DAD: "Generally speaking, my boy, experience is what you have left after you've lost everything else."—*The Chicago Purchaser*

FROM time immemorial people have supported schools and distrusted their product.

—Henry C. Morrison

EACH month of this school year, an average of sixty teachers introduce the monthly bookkeeping awards to their students for the first time. Their application for Senior certificates in the succeeding month indicates the enthusiasm with which their students are responding to the introduction of this service.

If bookkeeping students in your school are not now participating, they will appreciate your calling this service to their attention. This month's problem appears on page 445, and complete rules are published with the problem.